PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

FEB 16 1931

Teachers College RECORD

FEBRUARY 1931

CONTENTS

Modern Education in Small Rural Schools — *Fannie W. Dunn* 411

Qualitative and Quantitative Achievement in First Grade Reading . . . . — *Florence W. Raguse* 424

On What Basis Should a High School Boy Choose His Curriculum? . . . — *Percival M. Symonds* 437

Student Activities in Junior Colleges — *Grayson N. Kefauver and Catharine Bullard* 445

The Liberal Arts College Problem — *Donald P. Cottrell* 457

An Essential Obligation of the College in a Democracy — *Clyde R. Miller* 463

New Studies in Education 469

Teachers College in the News 476

College and Alumni Notes 482

BUREAU OF PUBLICATIONS
TEACHERS COLLEGE COLUMBIA UNIVERSITY

$2.50 a Year *35 Cents a Copy*

TEACHERS COLLEGE RECORD

VOL. XXXII, No. 5 FEBRUARY, 1931

WILLIAM F. RUSSELL, *Editor*
Dean of Teachers College

CLYDE J. TIDWELL, *Managing Editor*
Director, Bureau of Publications

THE TEACHERS COLLEGE RECORD is issued eight times a year, monthly except June, July, August, and September. The subscription price is $2.50 per year; foreign postage, 50 cents; Canadian postage, 30 cents. Single numbers are 35 cents each, postpaid.

Publication office, Federal and 19th Streets, Camden, N. J., and 525 West 120th Street, New York City. Editorial and general offices at the latter address. Printed in the United States of America.

Entered as second class matter March 17, 1926, at Post Office at Camden, N. J., under the Act of March 3, 1879.

Copyright, 1931, by TEACHERS COLLEGE, Columbia University.

SIXTH YEARBOOK OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE

EDITED BY I. L. KANDEL

Professor of Education, Teachers College, Columbia University

This volume is devoted to a consideration of a single problem—*The Philosophy Underlying National Systems of Education*—which is approached from a number of different angles by the following contributors: For England, Sir Michael Sadler and Professor F. Clarke; for France, Félix Pécaut, Inspector General of Public Instruction; for Germany, Professor Aloys Fischer of the University of Munich; for Japan, Professor Kumaji Yoshida of the Tokyo Imperial University; for the United States, Professor Kandel. *574 pp. Cloth, $3.50*

ESSAYS IN COMPARATIVE EDUCATION

BY I. L. KANDEL

Professor of Education, Teachers College, Columbia University

This volume consists of a collection of articles and lectures published or delivered by Dr. Kandel in this country and abroad on a great variety of phases of modern education considered from the comparative standpoint. There are thus included discussions of the character of national systems of education, administration, theory and practice in the curriculum and methods of instruction, current tendencies, and problems of secondary education. The field from which the material is drawn is wide and includes the United States, England, France, Germany, Italy, the South American countries, and Mexico.

235 pp. Cloth, $2.50

BUREAU OF PUBLICATIONS
TEACHERS COLLEGE COLUMBIA UNIVERSITY
NEW YORK CITY

VOLUME XXXII NUMBER 5

Teachers College
RECORD

February 1931

MODERN EDUCATION IN SMALL RURAL SCHOOLS

By FANNIE W. DUNN
Associate Professor of Education, Teachers College

TWO misconceptions are widely held and commonly expressed in published articles, especially by writers with but superficial knowledge of the rural field. The first is that the small school is a sort of educational dodo, practically extinct or at least a museum specimen. The second is that the small rural school is a hopeless situation for the expression of modern educational theory, and only by combination, or consolidation, of several small schools to make one large one, is it possible to afford education of modern type to rural children.

PROBLEM OF THE ONE-ROOM SCHOOL

The latest available statistics are for 1927-28. In that year there were in the United States 153,306 one-room schools. Illinois alone had over 10,000, the largest number of any state in the Union. Iowa had only about 500 fewer, or over 9,500. Kansas, Missouri, New York, and Pennsylvania each had over 7,000. Nearly four-fifths of the teachers of South Dakota were in one-teacher schools. So were over 50 per cent of the teachers of North Dakota, over 40 per cent of the teachers of Iowa, Montana, Nebraska, and Vermont; over 30 per cent of the teachers of Arkansas, Kansas, Kentucky, Maine, West Virginia, Wisconsin, and Wyoming; over 20 per cent of all the public school teachers in the United States; and about 4,000,000 rural chil-

dren, or approximately one-third of the total rural school enrollment, and nearly half of all the farm children who were enrolled in elementary and secondary schools.

True, we have every year fewer and fewer one-teacher schools. In 1917 the Federal Bureau of Education estimated their number to be 195,000. Apparently 42,000 have been eliminated in eleven years. But at the rate of approximately 4,000 a year, it would be close to forty years before the present assumption of dodoism would be true. Of course nobody knows whether we shall maintain that rate. We may accelerate it with the increasing improvement of roads and of airplane transportation; we may decrease it with the increasing sparsity of farm population. What we do know, however, is that we now have at least as many rural children in one-teacher schools as in consolidated schools—indeed, probably more—and that so far as those particular children, or the vast majority of them, are concerned, the quality of their elementary education depends upon the quality of the instruction given in small rural schools.

It would be a sad case indeed for these millions of children if the second assumption of the impossibility of modern education in small schools were a fact. On the basis of ten years of experimentation, I am glad to be able to say quite positively that I am sure it is not a fact. Given the kind of teacher who can do a progressive type of educational work anywhere; given equal provision in length of term, educative equipment, and supervision; and given an enrollment of between 20 and 40 pupils, or a few more or less, and a high grade of education as we conceive it to-day may be had in these schools. Consolidation is steadily to be promoted, because administratively consolidation contributes to the provision of the essential conditions —good teachers; adequate supervision, terms, and equipment; and a pupil group large enough for socialized activity. But where sparse population, topography, or climate militates against consolidation, there is for those who would afford modern education to all children, another means at hand in improvement of the facilities in the one-teacher schools.

SOCIALIZED ACTIVITY IN THE RURAL SCHOOL

Education as conceived to-day, indeed, reveals itself as the catalytic which enables the characteristic elements of the small rural school

to organize themselves into a desirable whole. The great handicap of the traditional type of one-teacher school is the large number of "recitations" required for many subjects in many grades. The progressive conception of education, however, replaces verbal recitation with socialized activity. Integration of subject matter is effected through large units of work developed around genuine life interests and experiences. Children are not classified in closely homogeneous groups on a basis of achievements in skills or factual knowledge, but work together, as people do in life outside the school, on enterprises of common interest in which each participates according to his ability. Some are clever with their fingers, others show peculiar ability in finding and bringing in interesting objects for group use, others contribute clippings or pictures, others search the library and report what they have read. Some paint and draw, some contrive mechanical devices, some write poems or plays, and still others take the lead in the organization and conduct of school clubs or group games. The groups cut across one another, and the child who is the admired and respected leader in literary activities may become the humble follower of an erstwhile school dullard when there is a sand table to be constructed or scenery to be painted for a school play.

INDIVIDUAL INSTRUCTION

Individual differences in respect to the tool subjects are also recognized in the school of to-day, and provision is made for them, not by crude attempts at classification in assumedly homogeneous groups, which prove, when organized, still to be composed of widely varying members; but by replacing group with individual instruction in matters which each needs to learn, but which each must learn at his own rate, and which each can best learn in his own way. So in the new school there is equipment for individual study, which any child may be guided to use just when he needs it, instead of having it formally assigned, whether he has at the time any use for it at all, because his teacher or his supervisor believes that he will need it one day. It is a reasonably safe assumption that if any knowledges or skills are genuinely minimal essentials, that is, are sure to be needed by everyone in the practical conduct of his life, they will prove necessary in the rich range of activities which the modern school conceives to compose education. That a check list is desirable may be freely granted,

but its chief use should be to make the teacher inquire of herself whether she is truly utilizing all the potentially educative opportunities of the child's enriched environment, rather than to drive her back to the old subject-matter-set-forth-to-be-drilled-upon conception of education.

EDUCATIVE EXPERIENCES IN RURAL ENVIRONMENT

For the hardest lesson we have to learn—we who are stumblingly working out our techniques in the new mode of educating which we believe in, but which we have not yet learned perfectly to employ—is to see the educative experiences that lie in the child's environment, and to realize from each potentiality the best that is in it. A group of rural teachers were reading with their supervisor one of the charming reports of the Country and City Day School. They read of the interest of the children of that school in boats, and the range of activities growing out of that interest, which led those children into far countries, and into reading, writing, music, and a host of other worthwhile experiences. And they wailed: "If only *we* had such an environment as she, we too could have our children do interesting things. *We* have nothing but trees!"

As a matter of fact, the school they envied was set in a crowded city street, near wharves which an unperceiving teacher might have seen as sordid and ugly, while she envied the trees and birds and lovely old colonial homes, full of suggestive relics of the past, which the rural teachers had all about them, and which they came in time to see and to use, in excursions and art, dramatization and verse.

It is no narrowing intensive acquaintance with a limited environment which modern education in small rural schools seeks for its children. In the end, for all our children, we desire the fullest and most complete appropriation of all the world's goods and all the social heritage that is desirable for the best realization of each individual capacity. In the beginning, for each child wherever he may live, country or city, north, south, east, or west, the place to begin is where he is. In each case we begin with the home life and surroundings, and discover the child problems and needs that there arise; then turn for solution or satisfaction to the experiences of the race, as preserved in history, geography, arithmetic, or language.

The country child, because he lives in the country, because his

experiences are country experiences, will have somewhat different problems or interests from those of the city child. His early lessons will be based on country conditions, and his thinking will be in country terms. But his needs and problems will sooner or later lead him to the same sources of information as are used by the city child, and will be satisfied by the same racial accumulations of which he and the city child are coheritors. His problems of number may arise out of familiar situations with poultry, lumber, corn yields, or the work and play activities of his home and school—indeed, they should so arise; but they must be solved, in the end, by the fundamental processes, fractions, or percentage. His need for the power of expression which language supplies, or for the interpretation of human experiences which is the poet's gift to mankind, may be a genuine outgrowth of his acquaintance with nature; but it can be satisfied only by the English language and literature which he shares with the city child. His problems of sanitation and hygiene may be based upon the safety of the farm well or the necessity of so caring for house and stable refuse as to prevent the breeding of the typhoid fly, but they will find their answer in the same biology and the same laws of health as those which apply to the city dweller.

Like all other children, the child of the country craves companionship, recreation, and esthetic gratification. It is these longings and desires, which, if unsatisfied, often drive him to the city streets in search of thronging crowds, movies, glittering shop windows and glaring lights, museums, picture galleries, theaters, and music halls. But the country school may see in these natural desires for companionship and recreation leads to a wide range of activities—social organizations, play fests, athletic meets, active sports, social centers, bands or glee clubs, and the privilege of acquaintance with the master minds of literature. As for the craving for aesthetic gratification, where is there finer, more varied beauty than woods and fields afford? Where is there greater pleasure than the nature lover finds in traversing the swamp and pasture with field glass or camera? Out of excursions like these there develops in the country boys and girls a perception of the beneficence and beauty of the world about them, and interests that all their lives they may find pleasure in satisfying, so that for them there may be indeed sermons in stones, books in the

running brooks, and good in everything. Henry Turner Bailey once wrote:

> When we know enough, we wiseacres who superintend and supervise measurements and tests and platoon systems, we shall have the buses of the board of education taking children out into the country, instead of bringing them into the most congested parts of the city.
>
> In that blessed time there will be observation areas, woods and meadows with brooks and pools, pastures with cattle, and fields with men at work, where the children now starved in cities will be taken for nature study at first hand—to lay a foundation for an intelligent appreciation of folklore, history, literature, poetry, music, and all the fine arts.

Nor are the esthetic experiences of the nature environment the only potentiality the small rural school has to use. In the social and economic life about it are to be found, in simple and accessible form, examples of all the great institutions and occupations of the world. The home, the store, the village post office, or the rural route; the roads and their makers, the vehicles of many kinds which travel over the roads and the destinations to which they go; the production of food and its transformation in the home and perhaps in a local creamery or mill, the milk hauled daily to the railroad station to be sent to city homes far away; sheep shearing or cotton picking, old spinning wheels or looms in occasional attics, or some neighborhood grandmother who still quilts or weaves rag carpets; the tax assessor, the town meeting, the state police, or the fire warden; the school with its local trustee, the county nurse, or the book truck; the county or state fair; the local election, held perhaps in the schoolhouse itself—all these and many more such examples may afford experiences educative in themselves, and rich in leads to the wider and more remote environment beyond the neighborhood bounds, to be increasingly experienced through books, pictures, and radio.

Probably there are few educators who do not agree that the range of genuine life experiences which rural children may know at first hand, in which, indeed, they may actually participate, affords unrivalled materials for education of modern type. But many teachers doubtless question the possibility of realizing these potentialities in the small rural school. Let us admit at once that a school with an unqualified teacher, meager equipment, a short term, and little or no supervision is not capable of the type of education we are envisaging.

For that matter, such a school is a travesty on the name, for neither is it capable of a good quality of formal or old type schooling. It is one of the most cruel pretenses and shams in civilized society to-day. But a small school need not have a poor teacher, or niggardly supplies, or a short term. It is here that we have let ourselves be blinded by a confusion of issues. The small school does have certain intrinsic characteristics that make it a peculiar educational problem, but none of the aforementioned handicaps are intrinsic or essential. By adequate legislation and financial expenditure they can be removed from a small school as effectively as from a large one, and their common occurrence in small schools is the result of a short-sighted policy of frequently deliberate neglect.

INHERENT DIFFICULTIES OF THE SMALL SCHOOL

The two peculiar and inherent difficulties of the one-teacher school —and, to a slightly less extent, of the two-teacher school—are the wide ranges of age and ability levels and of subjects to be taught by one teacher, and the small size of a single grade, resulting in deficient social stimulation. But when subjects become integrated in units of study or activity, and when several grade levels participate in a common enterprise, both these difficulties are removed or lessened to the point of practicability. For ten years in our experimental rural schools we have found it possible to organize our school in three groups, rather than in eight grades, thus giving the teacher time to be a genuine guide and helper, and making possible for each child a group with which to work or play that is sufficiently large to be interesting, stimulative, and productive of genuine social experiences of give and take, leadership and followership, coöperation and control.

Such an organization, it is important to note, requires a curriculum of the same shape, and therefore is not entirely possible in small schools so long as we continue to provide them only with courses of study made to fit the organization which best meets the needs of the city schools, with their multitude of children on a fairly common level.

But there is no small rural school that cannot take some steps toward activity and integration of experiences. And there is no small school that cannot begin to put its emphasis on the child's needs and growth rather than on subject matter and formal learnings.

THE CHILD-CENTERED RURAL SCHOOL

In a certain group of small rural schools which I know, the teachers have been consciously working toward making their schools "child-centered," and have set before them five aims harmonious with that main objective:

1. An atmosphere of real friendliness, companionship, and coöperation between the teacher and the pupils and among the pupils themselves.
2. An atmosphere of creative self-expression through the medium of language, music, drawing, modeling, and other types of handwork.
3. Enough freedom and informality to allow children to develop naturally; to be unaffected and unselfconscious.
4. An atmosphere of orderliness and attractiveness of the building and grounds, through the sharing of responsibilities.
5. More careful consideration of the child's physical, social, and moral development as well as of his mental growth; the development of personality.

Another group of teachers of similar schools, with the same large aim in mind, suggested as goals for their forthcoming year's work the following:

1. A definite effort to foster pupil initiative.
2. Each class period a discussion period with children leading.
3. Encouragement of appreciation of the beautiful in nature, literature, and art.
4. A civics club in every room through which the children develop habits of good citizenship and a feeling of responsibility for the welfare of the school.
5. Every room providing for and encouraging individual differences through a variety of types of work.
6. Music in every school.

I wish you could see those schools with their variety of educative activities. A big farm is laid out on the floor of one, with last year's doll house for the farmhouse, and a model barn constructed from a disused dog house. The day I saw it, the barnyard was spread with fresh alfalfa which the children had brought to feed their cows.

In another school there is a growing museum—native woods, cut and polished to show the grain; stones of the neighborhood; mounted insects; a collection of Indian relics; a cage which on the day of my

visit held a mole which had been just brought in, and two days later housed a rabbit which one of the boys had caught in the hayfield; a big chart mounted with drawings of birds the children had seen; a collection of fungi. On the walls, too, are maps of the individual woodland spots which each child claimed for his own, and in which he watched for new phenomena to report to his group. A series of large pictures, on wrapping paper, show the farm field adjacent to the school, as it appeared in spring, summer, autumn, and winter.

The primary groups in all these schools were studying life in other lands and other days. A fiord in Norway with the surrounding mountains built of rocks from the children's own fields; the story of farm tools from the early days when plows were crooked boughs and hoes were clamshells fastened to a stout stick, to the present time of tractor-drawn machinery; a neighboring truck farm, carefully reproduced in every detail, even to the rich black earth the children had brought in pails to cover the ground—these were some of the representative scenes built on sand tables or in a corner of the floor. In every school there was something of the kind to be seen, but no two were alike.

One little rural school drew a large part of its hygiene course from its very well-organized and well-conducted hot lunch; another developed a school citizenship club to an unusually effective degree; a third organized a poetry club and wrote such lovely verses that Hughes Mearns incorporated several of them in a talking moving picture which he recently made; a fourth visited old homes and antique shops in its New England neighborhood and made a delighted study of furniture and homes of colonial days; and still another developed a charming primary band, the little leader of which was trained chiefly by his fifth grade brother, who had spent all his school days in a rural school which was seeking education of modern type.

The kind of work which I have described does not require a large amount of class time or teacher direction. Children work on these various activities at all hours, whenever they have time. Occasional periods with the teacher are used to report progress, to plan and initiate some new phase of the enterprise, or to get individual help along a variety of lines. An industrial arts period conducted mainly on an individual basis, in an experimental one-teacher school, will serve as an illustration of this type of class meeting.

The fifteen children of the intermediate group were doing as many different things, for they were in the midst of preparing the annual Christmas box for the orphanage, and this was the period for the teacher to help them with whatever they were planning to do in their later free periods. First, Edna wanted to know how to start crocheting the edge of her handkerchief; then came Alfred saying that the boys in the hall needed help with the toy animals. There were too many boys in too small a space, and a conference then and there settled how many could work comfortably at once, who would come next, and how long each could work. That done, the teacher demonstrated to the entire group the method of making the stands and wheels and promised to help them paint the finished toys the next week. All but those whose turns came next returned to the classroom with her and soon were interested in some other Christmas present. The girls were ready for her. They were making stuffed cloth animals; they had their transfer patterns pinned to the cloth and their irons hot, and were waiting for the teacher's approval before going any further. The teacher saw that all was being done properly; she discussed with them what should be done next, and left them to help each other until the end of the period. By this time a small group who had previously made patterns for birch-bark gifts had the bark cut and were ready for instruction in the next step. The teacher secured needles and raffia and showed how to buttonhole-stitch the pieces before they could be fastened together. She then worked individually with them until she saw that all understood the process and were working carefully. In their seats the rest of the children were working on calendars, blotters, book bags, or other work which had been started at a previous period.[1]

The same general technique is applicable to arithmetic, English composition, silent reading, or any other needed tool subject. The commercial individual instruction materials, or others made by the children themselves, are useful in such supervised drill periods. One child who needs to master certain addition or multiplication combinations may test himself by means of a pack of cards, another may be filling blanks in an effort to master some language usage difficult for him, several may be correcting compositions, others using map exercises to master certain location facts, still others engaged in silent reading with self-checking tests, or outlining a history reference. The essential thing is that each child shall be doing the thing that he needs to do at the time and that he wants teacher-help in doing,

[1] Dunn, Fannie W., and Everett, Marcia A., *Four Years in a Country School.* Bureau of Publications, Teachers College, 1926.

or that he desires to have tested by the teacher before he passes to another level of work. Since the needs are individual, it does not matter whether the children thus engaged are all of one grade, or whether they are scattered through six or eight grades. Whether all work simultaneously in one subject field also is a minor matter, conditioned by the nature and extent of the children's needs at any time.

ESSENTIAL TECHNIQUES FOR THE RURAL TEACHER

There is no question that the teacher who would successfully pursue a program of modern education in a rural school must be master of certain definite techniques. It is generally recognized that techniques are essential to any teacher. What has not been equally recognized is that certain special conditions of teaching require special techniques, and that the small rural school is one such special condition. Techniques appropriate for formal work in a graded school will fit very poorly, if at all. Techniques suitable for progressive work in a graded school come nearer fitting, but certain adaptations even of these are desirable.

One of the most important techniques required of the teacher for present-day education in the small rural school, and indeed in any school, is that of participating in group discussions as a member of the group, taking the lead only when or as the group's need for guidance requires, but surely taking it then. This technique most of us, wherever we teach, probably need to continue to perfect throughout all our teaching days.

A second technique of special importance to the teacher of the small rural school is that of handling a heterogeneous group of children as one class. I have seen skillful rural teachers do this again and again, but the ordinary training in class teaching will never develop the technique. I recall a country teacher whom I watched as she conducted a geography lesson with all grades from fourth through eighth participating. They had a common problem, but pupils of differing advancement had different shares in its solution. The upper grade pupils had used advanced geographies in preparation for the class discussion; the younger ones had used the first geography book. Some had read in supplementary geographical readers, others had found pictures in the *National Geographic Magazine* or the illustrated encyclopedia, and still others had referred to

government bulletins. Sand table work had been going on, also outlining and the making of booklets. Every child was participating, even—and as a matter of fact, especially—a very dull and backward boy who had been classified as fourth grade solely on account of his size. "Harold found something for us in the Agricultural Atlas," the teacher would say, calling on her one eighth grade pupil for his contribution. Or, "Fourth grade, you can tell us about this. You are helping to show it on your sand table."

A third important technique consists of the subordination of the so-called "recitation" to the independent study of the pupils. In the country school much of the pupils' study must go on at times when the teacher's attention is demanded for class work with another group. Under these circumstances, class periods are too valuable to be wasted in mere recitation. Perhaps the city teacher can afford to spend them in this way, but the country teacher certainly cannot. There are too many other things needing to be done, if the study periods are to be profitably used. Selecting a group enterprise, formulating the purpose or the problem clearly, setting up plans for work, criticising plans, distributing responsibilities, and reporting progress; practice under teacher oversight of desired habits of work to be later pursued unsupervised; guidance in the use of encyclopedia and dictionary, of indexes, tables of content, and card catalogues; instruction in outlining and notebook work, or in use of individual practice materials; introduction to tools and training in their use; discussion of school conduct and development by the pupils of plans and regulations for self-control and group control—these and many similar matters must be given right of way in the precious periods when teacher and pupils meet.

A fourth important technique is concerned with organization of the school management in such a way as to make it definitely educative. In the care and beautification of school grounds, in the essential housekeeping duties and sanitary provisions, the responsibility for which in the small rural school devolves mainly upon the teacher and pupils, in organization of the play activities for all groups, in the school lunch, in the protective care of the smaller children, and in the government of the school, there are potentialities for genuinely progressive education, provided the teacher sees the opportunities and knows how to use them.

And a final technique involves recognition of times when individual instruction is more serviceable than class work on a common problem, and the provision as needed of a period or periods when each child is engaged in the work which is of most concern to him at the moment, while the teacher passes about the room, giving a word of advice here, a brief criticism there, sitting down by this child to help him over a difficult place, or calling these two or three to her for assistance on a point which is troubling them all.

With these techniques, and with the ever-dominating concept of the school as a place for helping each child to grow along his best lines and at his best rate, the small rural school becomes an organic agency of high type for wholesome child development. The chief essential is a teacher qualified for the desired type of work, though space, library provision, handwork materials, an adjusted curriculum, and constructive supervision are all important. With our present situation of an overcrowded teaching profession, we are more favorably situated than we have ever been in the past to select the persons who shall be admitted to the high calling of teaching, and to require an amount of educational preparation adequate to the task. With the advance of modern educational ideals, and their concrete exemplification in hundreds of situations, suggestions and materials are increasingly available. Have we not reached the time when we are justified in expecting that every rural school, however small, shall be a place of genuine education of high quality?

QUALITATIVE AND QUANTITATIVE ACHIEVEMENTS IN FIRST GRADE READING

By FLORENCE W. RAGUSE

Coöperative Elementary Supervision, State Teachers College, Indiana, Pennsylvania

WITH AN INTRODUCTION BY

ARTHUR I. GATES

Professor of Education, Teachers College

EARLY in November Miss Raguse sent me a brief report of "the results obtained in two of our first grades by following faithfully the principles in your book *New Methods in Primary Reading*." Without outside assistance or advice, Miss Raguse and the teachers of the two classes had prepared and used during the preceding year materials to put into effect the methods outlined in this volume. The classes were taught by the regular teachers. The time devoted to reading was the amount customary in their school and approximately the average amount spent on the subject in American schools generally. The results obtained are among the most remarkable that I have ever seen. They are, indeed, more remarkable than they seem at first sight, for the following reasons: Since the final tests were given some time before the end of the year, they represent less than a full year of school work. The attainments are compared with norms which have been found to be rather high. The norms represent somewhat better attainments than are usually secured in the first grade in public schools of even the better city systems. The materials, which were necessarily prepared rapidly and presented in crude form lack the finished character of typical published material. The class in which the average intelligence quotient was only 88 contained an unusual number of immature and mentally retarded children. Finally, it should be realized that a considerable number of children who got perfect or approximately perfect scores on the tests had reached higher grade levels than these tests were capable of measuring.

The fact that the attainments of these two classes are higher than those obtained in classes taught by similar methods in studies under my general direction merits an explanation. In the latter cases, the work was confined to the experimental materials in order to provide a rigid test of the methods themselves uninfluenced by the effects of wide reading. In the procedures here reported by Miss Raguse this artificial restriction was removed. When the pupils attained a sufficient degree of reading ability, they were permitted to read appropriate books. No more convincing evidence of the interest and ability developed by the methods could be offered than the amount of reading voluntarily done by these pupils, especially by the children of less than 90 I.Q.—ARTHUR I. GATES.

THE purpose of this article is to report the attainments in reading achieved by the first grades of the East End School of Indiana, Pennsylvania. These classes are used as coöperative centers for student teaching by the State Teachers College which is located in the same city.

The steps which were taken in organizing the reading program were: (1) classifying the children into mature and immature groups; (2) providing a stimulating reading environment; (3) selecting reading objectives; (4) adopting principles for the teaching of reading; (5) analyzing the reading process; and (6) selecting the materials and the procedures to be used in the reading activities.

CLASSIFICATION OF THE CHILDREN

It is futile to attempt to obtain worthwhile results unless the reading situation has been carefully analyzed. In the first place, one must know the needs and capacities of the children in order to make the best possible selection of techniques and materials. If one does not know the pupils intimately, he cannot guide them to their fullest development.

The Pintner-Cunningham Primary Mental Test was given to the boys and girls in the first grades in order to obtain more information regarding their mental age. On the bases of this test and the teacher's judgment, the pupils were divided into mature and immature groups. The reactions that each child made to each item of the test

were meticulously studied and activities were planned to develop the specific needs of the child. The intelligence quotient was of interest only to the extent that it gave information in regard to the rate of learning and helped to guide in the selection of techniques.

A STIMULATING READING ENVIRONMENT

The reading table, upon which beautiful books were skillfully arranged to arouse the interest of the children, was placed in a quiet and remote section of the room. Groups of boys and girls gathered around to look through the books and to try to read the stories about the charming pictures.

A few objects in the room were labeled so that the children could associate the printed words with the articles. Signs, which the children had read in the city, were on display.

An artistic bulletin presented the news items of the day; and directions for the children to follow in preparing class work were written upon the blackboard.

The children derived keen satisfaction from the use of their recently acquired reading abilities and, stimulated by these new experiences, were eager to increase their abilities.

OBJECTIVES IN TEACHING READING

The main objectives in teaching reading in the first grade are accuracy, fluency, fullness of comprehension, and enjoyment of reading for the thought. The following principles, on which the program was based, were taken from Dr. Arthur I. Gates' book, *New Methods in Primary Reading.*

1. A predominating factor in the reading activities is the enjoyment of reading for the thought.

2. Reading should be taught so as to cultivate accuracy, fluency, and fullness of comprehension.

3. There are five types of comprehension which need to be developed by specific instruction. They are as follows:

a) Word comprehension.
b) Phrase comprehension.
c) Sentence comprehension.
d) Paragraph comprehension.
e) Large unit comprehension.

4. Abilities in the following word-mastery skills are necessary to develop accuracy, fluency, and fullness of comprehension:

a) Ability to observe quickly and accurately the general configuration of the word.

b) Ability to observe at the same time the characteristic visual units in the word.

c) Ability to attack independently unfamiliar words encountered during the act of comprehension of words, phrases, sentences, and paragraphs in such a way that recognition may be quickly achieved with the minimum interference with comprehension. Special emphasis is placed upon:

(1) Ability to observe certain phonetic elements such as digraphs, to translate them into sounds, and to combine the sounds.

(2) Ability to recognize and to name individual letters and to give some sounds which each represents.

(3) Ability to take advantage of minute visual characteristics of certain words.

(4) Ability to break certain words into syllables and to pronounce the syllables separately.

5. The ability to utilize, during the act of comprehension, any available context clues to the meaning of the word is to be developed.

6. The word-perception skills are to be taught as far as possible by means of the mechanical arrangement of the materials used in reading and in comprehension exercises.

MATERIALS AND PROCEDURES IN READING

The materials and procedures which are described in Chapters X, XI, and XII in *New Methods in Primary Reading* were used faithfully. The introductory lessons which were suggested on page 208 were found to be effective in presenting real reading situations.

The daily reading activities occupied ninety minutes and were divided into four periods, two in each session. The purpose of the first period in each session was to help the children to read with enjoyment the content; to comprehend the thought and sequence of the story; and to use independently, whenever possible, the word-mastery skills specified in the list of principles for teaching reading.

The children, accordingly, read events and stories, and not lines and pages. The boys and girls were not told what the unfamiliar words were, if techniques for securing the vocabulary could be used. It was considered more important to equip the little child with methods of attacking a difficult word in an emergency, than to name the word for him.

Since silent reading was recognized as being a very important activity, the reading in this period was not entirely oral. In the silent reading lesson a child was asked to read a story in order to find the answer to a motive question. After this answer was found, the pupil was given a mimeographed reading check which tested the story in detail. This work material will be described later.

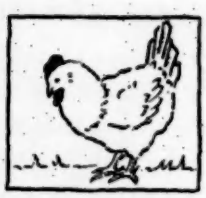
The purpose of the second period in reading was to develop word-mastery skills. It consisted of reading exercises designed to develop phonetic and word-perception skills, and other basal techniques and activities which provided opportunities for exercising the five types of comprehension. Flash cards were sometimes used as checks to reveal the words which had not become automatized. In the fifteen-minute period, much care was given to the mechanical arrangement of the materials in the exercises in order to obtain the maximum learnings. In this matter the suggestions given by Dr. Gates in Chapter X of *New Methods in Primary Reading* were carefully followed.

Following are samples of the work materials used:

Exercise 1. Word Comprehension

Draw a line around the picture that goes with the word.

a horse



Exercise 2. Word Comprehension

Find the correct word and paste it in the blank.

The dove flew to the .....

The ..... gives rides to boys and girls.

Exercise 3. Word Comprehension

Draw a line under the word that goes with the picture.

mother
automobile
tree

doll
dollar
collar

Exercise 4. Illustrations from a Reading Test

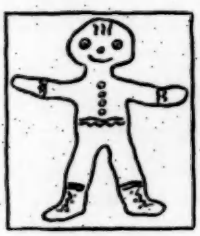
Draw a line under the correct word.

Lambkin ran on until he met a dog.
fog.
log.

The fox said, "I will beat meat eat you."

Exercise 5. Phrase Comprehension

Who am I?



The Gingerbread Boy.
The little old man.
The big fat hen.

Exercise 6. Illustration from a Silent Reading Test

Draw a line under the correct answer.

The king had a son.
The king had a girl.
The king had a dog.

Exercise 7. Illustration from a Silent Reading Test

What shook the bridge? A long train.
An airplane.
A big giant.

Exercise 8. Sentence Comprehension

This is a mouse.
This mouse wants a tail.
Put a long tail on the mouse.

Exercise 9. Sentence Comprehension

I am a brownie.
My hat is purple.
My trousers are green.
My shoes are red.
Color my hat purple.
Color my trousers green.
Color my shoes red.

Exercise 10. Sentence Comprehension

Draw a line under Yes or No.

Mother called, "Wake up, wake up." Yes. No.
The dog said, "Meow, meow." Yes. No.
The hen said, "Cluck, cluck." Yes. No.
Sleepyhead awoke and called, "Good morning, mother." Yes. No.

Exercise 11. Sentence Comprehension

I am a baker.
I make brown bread.
Make the bread brown.
Make my hat blue.
Make me yellow.

Exercise 12. Illustrations from a Reading Test

Draw a line under Yes or No.

Did Lambkin go home? Yes. No.
Was Lambkin happy? Yes. No.

Exercise 13. Paragraph Comprehension

This is a little baby fox.
He lives with his mother and his father.
He plays with his mother and his father.
He lives in a hole in the ground.
The hole is on the side of a hill.

Draw a line under the correct sentence.

The baby fox lives in a hole.
The baby fox lives in a tree.
The baby fox lives in a house.

Exercise 14. Paragraph Comprehension

One day, I ran into the woods.
I wanted to eat grass.
The boy wanted me to go home.
I did not want to go home.
The boy began to cry.
A rabbit wanted me to go home, too.
He ran after me.
I would not go home.
At last a bee flew after me.
I ran home.

Exercise 15. Paragraph Comprehension

One day a little boy went to visit his grandmother.
Along the way he met a goat.
He talked to the goat.
Then he walked on.
He saw a bird flying in the sky.
The bird made him feel very happy.

He ran to his grandmother.
He cried, "Grandmother, spring is here!"
Make a cross on what made the little boy happy. Put two lines on what the little boy met.

In order to emphasize and demonstrate accurate perception of words and to attract attention especially to common word elements and the character of phonetic elements of words, exercises of the following types were used. These were arranged to obtain the maximum learnings, in accordance with the principles given on page 167 of *New Methods in Primary Reading.*

Exercise 1. Column Formation of Words

As each word was written on the board the child was asked to pronounce it. The words were not separated into their elements but were written as units and sounded as units. Cat was *cat* and not *c — at.* A review phonogram was often placed in the column to insure alertness:

cat
rat
at
sat

and so on.

Exercise 2. The Disorganized Arrangement

A child was asked to pronounce the word as it was written on the board.

hat at sat hot at rat
mat fat at cat at

Exercise 3. The Organized Arrangement

This exercise reviewed several phonograms and was read in horizontal lines.

cat	pat	rat	mat
pet	sat	met	sit
bit	bet	not	top
get	let	wit	fat

Exercise 4. Sentence Reading

Children were asked to read the sentence with the correct word.

The man saw a cat—sat—pat.
It was very mat—fat—bat.
It was his bet—let—pet.

QUANTITATIVE RESULTS

The results (Tables I and II), quantitatively arranged, were achieved by Miss Alice St. Clair and Miss Goldie Preston, coöperative training teachers in the East End School. The former taught the mature group, while the latter had the immature section.

In examining the scorers one should recall that the I.Q. is the intelligence quotient obtained in September by the Pintner-Cunningham Primary Mental Test. The chronological age is the age of the child on April 29, when his work was examined by the Gates Primary Reading Test. The item entitled "Per Cent Correct" was added to the test because knowledge of the child's accuracy in reading was desired. It was obtained by dividing the correct responses by the total number attempted. The record of the number of books read was taken on June 1.

The data for Grade 1A show that as early as April 29, when the reading tests were given and when the median age of the group was almost exactly seven years, these pupils had attained a high degree of reading ability. Since the median I.Q. was almost exactly average (101 to be exact), these pupils may fairly be compared with the "average pupils of average intelligence" upon whom the Gates norms are based. Every one of the forty-one pupils in this group exceeds the norms. The median score exceeds the Gates norms in the three tests by a full school year. In other words, this class instead of merely reaching a grade score of 1.80 had achieved a score of 2.81, which represents reading ability of the average pupil eight-tenths of the way through the second grade.

It was found that when pupils reached a score on the Gates Primary Tests equal to the norm for Grade 2.3, approximately, they were able to read most first grade books with ease and enjoyment. In this study the pupils were permitted to read widely as soon as they were able. Table I shows the number of books read by each pupil. The smallest number read by any pupil is fourteen. From

this minimum, the number increases to a maximum of thirty-six. The median number is twenty-two. Only seven children read eighteen or fewer books. It is interesting to observe that the group included several children whose I.Q. was less than 90.

The achievements in the immature class were, of course, not so high. The median I.Q. of this class was 88 and the median age, at the time of the final test, was only six years and ten months. The average grade reading scores of this group, however, exceeded the norm of 1.80 in every test. In grade scores the tests were 2.37, 2.20, and 2.20, respectively. These scores mean that the class, despite immaturity and low I.Q., had reached the norm corresponding to a position nearly a half grade in advance of their training. The average number of books read by this class was fifteen. There were only three pupils in the class of thirty-seven who did not advance far enough to read two or more books. There were fifteen pupils who read twenty or more books. The five children who did not learn to read very well had the following I.Q.'s: 82, 80, 79, 71, and 64.

CONCLUSIONS

The following conclusions are drawn from the records achieved.

1. Children are able to read many books with a high degree of accuracy in the first grade.

2. The number of books read depends to a large degree upon the training that a child has received in reacting to words and in reading materials which require the five types of comprehension. Few books were read by children who, in the Gates Primary Reading Tests, failed to make scores equivalent to the third month in the second grade in word-recognition, and in phrase and sentence reading.

3. A low I.Q. does not always necessitate poor qualitative and quantitative achievements in reading.

4. Only a few children in the first grade were too immature to learn to read widely.

5. The mechanical arrangement of materials in reading is an essential factor in developing various word-perception skills.

6. The careful reading of many books improves the quality of reading if correct reading skills, habits, and attitudes are used and maintained by procedures which constantly stimulate and provide for the systematic development of those essential factors in reading.

TABLE I

SCORES IN THE GATES PRIMARY READING TESTS IN GRADE 1A

No.	I.Q.	Age		Type 1			Type 2			Type 3			Books Read
		Yr.	Mo.	Reading Grade	Reading Age	Per Cent Correct	Reading Grade	Reading Age	Per Cent Correct	Reading Grade	Reading Age	Per Cent Correct	
1	101	7	10	3.55	9.25	98	2.90	8.50	86	3.40	9.10	96	36
2	108	7	0	3.25	8.95	90	3.20	8.90	91	3.20	8.90	92	31
3	132	6	4	3.25	8.95	90	3.20	8.90	91	3.40	9.10	96	31
4	113	8	1	3.10	8.80	85	3.20	8.90	91	3.40	9.10	96	31
5	74	8	0	3.40	9.10	96	2.80	8.30	83	2.50	8.00	73	30
6	110	7	3	3.50	9.20	96	3.50	9.20	97	3.40	9.10	96	28
7	118	6	11	3.55	9.25	98	3.30	9.00	94	3.10	8.80	88	27
8	132	7	0	3.55	9.25	98	2.70	8.20	80	2.80	8.30	81	27
9	92	7	10	3.10	8.80	85	3.10	8.80	89	2.60	8.10	77	26
10	129	6	6	3.35	9.05	94	3.30	9.00	97	3.10	8.80	88	26
11	84	7	3	3.40	9.10	96	2.50	8.00	74	2.60	8.10	77	26
12	129	6	6	3.35	9.05	94	3.30	9.00	97	3.10	8.80	88	26
13	99	7	4	3.55	9.25	98	2.90	8.50	86	3.10	8.80	88	25
14	117	7	0	3.25	8.95	90	3.10	8.80	89	3.20	8.90	92	24
15	110	6	7	2.70	8.20	83	2.50	8.00	92	2.50	8.00	100	23
16	102	7	8	3.25	8.95	90	2.90	8.50	86	2.10	7.60	60	23
17	96	7	6	3.45	9.15	96	2.45	7.95	76	3.10	8.80	94	23
18	90	7	2	3.20	8.90	88	2.45	7.95	71	1.90	7.40	54	22
19	107	7	1	3.55	9.25	98	2.90	8.50	86	3.00	8.60	85	22
20	112	6	8	2.90	8.50	83	2.15	7.65	85	1.90	7.40	87	22
21	110	6	3	3.45	9.15	96	2.50	8.00	81	1.90	7.40	87	22
22	77	7	10	3.20	8.90	88	2.40	7.90	71	1.90	7.40	59	21
23	106	6	8	2.90	8.50	85	2.80	8.30	93	2.50	8.00	95	21
24	113	6	9	3.30	9.00	96	2.90	8.50	86	2.20	7.70	64	21
25	122	6	4	3.40	9.10	96	2.80	8.30	84	2.50	8.00	83	21
26	100	6	8	3.30	9.00	94	2.40	7.90	100	2.50	8.00	86	21
27	96	7	1	3.55	9.25	98	3.20	8.90	91	3.00	8.60	84	21
28	81	7	11	2.47	7.97	72	2.30	7.80	68	1.85	7.35	55	20
29	85	7	11	3.35	9.05	94	2.40	7.90	85	2.10	7.60	75	20
30	110	6	10	2.70	8.20	86	2.25	7.75	73	2.40	7.90	95	20
31	99	7	3	2.70	8.20	79	2.70	8.20	82	2.60	8.10	80	19
32	105	7	2	2.50	8.00	73	2.80	8.30	84	3.40	9.10	96	19
33	94	6	7	3.35	9.05	94	2.25	7.75	83	3.00	8.60	88	19
34	90	7	2	2.43	7.93	71	2.30	7.80	66	1.80	7.30	42	19
35	101	6	7	3.60	9.30	100	3.00	8.60	100	3.00	8.60	88	18
36	93	6	10	2.90	8.50	83	2.70	8.20	85	2.00	7.50	78	18
37	105	7	2	3.25	8.95	95	2.60	8.10	93	1.85	7.35	86	17
38	101	6	8	3.30	9.00	94	2.35	7.85	79	2.00	7.50	88	15
39	84	10	0	2.60	8.10	77	2.25	7.75	80	1.75	7.25	71	14
40	101	6	7	3.00	8.60	89	2.30	7.80	91	1.80	7.30	85	14
41	90	7	2	2.33	7.83	66	2.00	7.50	75	1.90	7.40	57	14
	101 Median	7	0	3.25	8.95	94	2.70	8.20	86	2.50	8.00	86	22
	Standard			1.80	7.30		1.80	7.30		1.80	7.30		

TABLE II

SCORES IN THE GATES PRIMARY READING TESTS IN GRADE 1B, IMMATURE GROUP

No.	I.Q.	Age		Type 1			Type 2			Type 3			Books Read
		Yr.	Mo.	Reading Grade	Reading Age	Per Cent Correct	Reading Grade	Reading Age	Per Cent Correct	Reading Grade	Reading Age	Per Cent Correct	
1	96	6	11	3.55	9.25	100	3.50	9.20	97	3.40	9.10	96	37
2	88	6	9	2.55	8.05	92	2.35	7.85	95	2.40	7.90	86	31
3	87	6	5	2.80	8.30	81	3.40	9.10	100	3.00	8.60	85	27
4	100	6	5	2.70	8.20	83	2.80	8.30	90	2.30	7.80	74	24
5	110	6	9	2.55	8.05	75	2.45	7.95	100	2.60	8.10	95	24
6	89	7	0	2.80	8.30	83	2.90	8.50	100	3.00	8.60	92	24
7	86	6	11	2.80	8.30	93	2.55	8.05	86	3.10	8.80	92	23
8	83	7	0	2.55	8.05	81	2.70	8.20	93	2.80	8.30	95	22
9	101	6	8	3.10	8.80	85	2.60	8.10	90	2.50	8.00	90	22
10	81	6	11	2.55	8.05	75	2.35	7.85	88	2.60	8.10	83	21
11	78	6	5	2.43	7.93	73	2.30	7.80	66	3.00	8.60	88	21
12	92	6	7	2.60	8.10	92	1.90	7.40	87	2.20	7.70	100	21
13	89	6	11	2.80	8.30	83	2.40	7.90	92	2.50	8.00	83	20
14	97	7	1	3.00	8.60	85	2.45	7.95	83	2.80	8.30	91	20
15	98	7	1	2.37	7.87	72	2.40	7.90	71	2.80	8.30	84	20
16	103	7	6	2.55	8.05	82	3.00	8.60	97	3.10	8.80	100	18
17	94	6	9	2.43	7.93	73	2.50	8.00	86	2.10	7.60	68	17
18	89	6	11	1.90	7.40	66	2.00	7.50	75	2.20	7.70	80	16
19	97	6	10	2.55	8.05	75	3.10	8.80	86	3.00	8.60	85	15
20	99	6	3	2.33	7.83	87	2.05	7.55	83	2.30	7.80	81	14
21	87	6	8	2.05	7.55	62	1.65	7.15	83	1.85	7.35	63	9
22	89	7	0	1.90	7.40	65	2.20	7.70	86	2.00	7.50	93	9
23	104	7	0	2.37	7.87	74	2.30	7.80	73	2.10	7.60	60	9
24	87	6	8	2.05	7.55	60	2.00	7.50	62	2.10	7.60	68	9
25	80	7	5	1.95	7.45	90	2.10	7.60	84	1.85	7.35	71	8
26	76	7	4	2.05	7.55	57	2.05	7.55	88	1.85	7.35	87	8
27	103	6	3	1.85	7.35	49	2.15	7.65	60	1.85	7.35	46	8
28	76	6	6	2.30	7.80	65	1.45	6.90	35	1.80	7.30	46	8
29	83	6	7	1.90	7.40	50	1.90	7.40	53	1.90	7.40	62	4
30	76	7	3	1.95	7.45	64	1.60	7.10	63	1.65	7.15	62	4
31	98	7	0	1.80	7.30	48	1.60	7.10	48	1.55	7.05	38	4
32	86	6	10	2.27	7.77	62	1.55	7.05	40	1.90	7.40	50	3
33	71	7	0	1.85	7.35	48	1.45	6.90	38	1.75	7.25	40	3
34	64	8	1	1.50	7.00	38	1.55	7.05	40	1.60	7.10	30	2
35	82	6	7	0	0	0	1.20	6.60	38	0	0	0	0
36	80	6	1	0	0	0	0	0	0	1.40	6.80	14	0
37	79	6	3	0	0	0	0	0	0	0	0	0	0
	88 Median	6	10	2.37	7.87	73	2.20	7.70	84	2.20	7.70	81	15
	Standard			1.80	7.30		1.80	7.30		1.80	7.30		

ON WHAT BASIS SHOULD A HIGH SCHOOL BOY CHOOSE HIS CURRICULUM?

By PERCIVAL M. SYMONDS

Associate Professor of Education, Teachers College

IN THE long run a boy should choose the curriculum which will bring him the maximum of satisfaction, adjustment, or happiness. The factors controlling one's satisfactions are many and diverse. The problem has no simple or easy solution. In the first place it must be remembered that when a boy chooses a curriculum he chooses a series of activities. He is choosing the things that he will learn and that he will make himself master of. He decides, for example, that he will practice on a typewriter rather than on a lathe. Such a diversion of activity is bound to "bend the twig" and determine how the branch will grow. It means that later on he will choose his occupation, his companions, his wife, and his social circle as will best fit in with the direction his learning has taken.

ESTIMATE OF FUTURE SUCCESS

Probably it is safe to say that the most important factor to be considered in determining one's choices is the estimate of future success. *Success* enters into the picture in two ways. In the first place, success in learning in school is a condition for the release of further energy and movement in the direction of continued satisfaction. If a boy undertakes a task in which he is successful he increases the probability of continued success along that line in the future. If a boy can paint or can play the violin or can take a clock apart and put it together again successfully he will be quite willing to work and study toward increasing his proficiencies in these lines. It is very essential that success attend every stage of the work in school. In the second place, adult happiness depends on success, vocational success being outstanding. Vocational success depends, to a great extent, on good training and preparation. This leads back to the statement that

the primary factor in determining the choice of a curriculum should be one's success in that curriculum.

SOCIAL NEED OF WORKERS

There are, of course, other matters which should not be overlooked in deciding on a career. Foremost among these is the social need of workers. H. F. Clark has demonstrated the importance of considering supply and demand in occupations when making one's choice of an occupation.[1] He has forcefully shown that certain mistaken notions of success have caused some of the white-collared, office, clerical occupations to be overcrowded, while other types of service for which there is a greater social need present better opportunity. Certainly this is a major factor to be considered in choosing one's occupation. It is certain that neither ability nor interest is so specialized as not to allow considerable freedom in choosing an occupation. Within this slack, economic considerations of supply and demand should have a prominent place.

HOW CAN VOCATIONAL ABILITIES BE DISCOVERED?

One method that has been suggested for helping a boy decide what curriculum to choose is that of permitting him to sample a large number of activities in order to enable him to determine what his abilities are in the various types of work and to discover how his interests develop. That there is some merit in this procedure cannot be denied. But no check has ever been made to determine whether boys who choose their curricula on the basis of a previous sampling of activities are more successful in their work or more contented than boys who choose in other ways.

It must be recognized in connection with these tryout courses that the issue is not always likely to be decided on its merits. A boy decides to follow one line because his teacher encourages him, praises him in his work, takes special interest in him, or makes him feel the importance of his work. A disagreeable incident in a class, an unappreciative teacher, or a failure to adjust to the other pupils or to details of the work may cause a boy to shun a subject or an activity without any consideration of his real ability for the activity.

[1] Clark, H. F., *The Economic Effects of Education*, Bulletin of the School of Education, Indiana University, Bloomington, Indiana, 1928; "Some Economic Consequences of Education," *Journal of Educational Research*, 18:275-281, November 1928.

INTEREST AS A DECIDING FACTOR

In the long run his own interest is probably the safest guide for a boy to follow in deciding upon the curriculum he will choose or the occupation he will take up. In the first place, results reported in a recent study[2] show that interest is one important factor on which at the present time choice of a boy's curriculum is based. On the other hand, ability, either general, as shown by an intelligence test, or special, as shown by an aptitude test, is of little consequence in determining which curriculum a boy will select.[3] Merely because a boy *does* choose his curriculum on the basis of interest is no reason *ipso facto* that he *should* do so. But there are two reasons for believing that perhaps the boy's own interest is the wisest guide that he can follow. In the first place, interest depends largely on his past successes; secondly, interest is likely to be influenced by any information which the boy obtains relative to his expectations of future success. Let us look at these two statements more closely.

Interest depends largely on past successes. A genetic study of the development of interests would be extremely illuminating. In infancy interests are capable of taking almost any turn, being dependent on only the most general factors, such as keenness of the senses, intelligence, muscular power and coördination, and the like. On the other hand, in adulthood interests have become rather firmly established, so that it is infrequently and with great difficulty that a man makes a radical change in his occupation or even avocation. Between these two extreme periods the interests are being molded. At first the broad trends are laid out, and one becomes inclined to interest in books, people, mechanical objects, animals, plants, sports, and so on. Gradually these interests become more and more specialized, so that the period of development is also the period for the specialization of interests.

In infancy, when neither interest nor ability has developed, the relationship between the two is nearly zero. In adulthood, when ability in various activities has reached a probable (not possible) maximum and interests have broadened, the relationship is fairly close.

[2] Garretson, O. K., *Relationships Between Expressed Preferences and Curricular Abilities of Ninth Grade Boys.* Contributions to Education, No. 396. Teachers College, Columbia University, 1930.

[3] Symonds, P. M., *Tests and Interest Questionnaires in the Guidance of High School Boys.* Bureau of Publications, Teachers College, Columbia University, 1930.

In between, the relationship is increasing. In childhood, when the broad interest trends are taking form and abilities are starting their differentiation, the relationship is low and interests are shallow, fickle, and unstable. The young child who has no skill in swimming probably has no special interest in swimming. What may appear to be interest would probably be more correctly termed curiosity. As he increases his skill, his interest keeps pace. The expert in any line whose *ability* is *recognized* is almost sure to parallel his ability with interest. The two increase together. In the junior high school period, however, the relationship is low enough that a measure of interest may be considerably at variance with ability.

Interest is likely to be influenced by any information which the boy obtains relative to his expectations of future success. Every scrap of information that leads a boy to believe one occupation to be more desirable than another, or that points to his success in a certain occupation, is sure to influence his interest in that direction. If his past success points to future success, his interest is influenced. If he believes that certain occupations are more promising, or that the opportunities for entrance, promotion, and ultimate success are greater, such belief reacts directly on his interest. Social standing, general reputation, current gossip—all such influences tend to warp interest for or against an activity.

Since interests are so dependent on current gossip, the dissemination of correct information concerning activities, occupations, school offerings, and individual achievement and ability becomes of prime importance. The "occupation class" in which the conditions of different kinds of work are discussed is *extremely important* in the work of guidance, for such discussion helps to build ideals and to determine interests.

PERMANENCE OF VOCATIONAL INTEREST

In this connection the question arises concerning the constancy of interest. Is not interest a feeble, shallow sort of thing with the boy in his teens? It is commonly believed that a generation ago all boys wanted to be locomotive engineers. Twenty years ago the job of chauffeur or automobile mechanic was alluring. To-day a large number of boys want to be aviation pilots or aviation mechanics. That the latest hero becomes the idol of the boys is a popular con-

ception. Every change in public fancy is reflected in changing ideals for our boys.

The several studies on permanence of interest on the junior high school level will not be reviewed here. Two quotations from these investigations will be sufficient. Willett[4] states,

> It appears that permanence of interests both in school subjects and in future vocations is decidedly lacking for the majority of these 488 (junior high school) pupils.

Franklin,[5] on the other hand, concludes,

> The vocational interests of pupils show a high degree of permanence during the high school period. After three years, three children out of four still adhere to their original type of vocational preference and three out of five still cling to the actual choice which they originally expressed. . . . The high degree of constancy of the percentage of permanency over so long a period of time indicates that the interests expressed by entering junior high pupils are significant and worthy of consideration.

The discrepancy between these two points of view lies in part in the definition of occupation. If by occupation is meant a narrow job, then the results indicate considerable change in the pupils' expression of choice after an interval of time. If by occupation is meant a broad field of activity, then the results show a much higher consistency.

DETERMINING INTEREST BY THE QUESTIONNAIRE METHOD

The value of the questionnaire method of obtaining interest, as used in Garretson's study,[6] is a matter of sampling. Ask a boy what occupation he chooses and the question represents only a single sample out of a large number of questions that might be asked to obtain an expression of interest. Perhaps the answer to the single question as to occupational choice has the same reliability that the answers to any single question of choice have. The questionnaire devised by Garretson contains 328 items. The response to each item taps a phase of interest. The responses to all items then may be used to give a clear

[4] Willett, G. W., "Permanence of Pupil Interests," *School and Society*, 7:325-330, March 16, 1918; 9:334-338, 365-368, 1919.

[5] Franklin, E. E., *The Permanence of the Interests of Junior High School Pupils*, Baltimore, The Johns Hopkins Press, 1924; "The Performance of Vocational Interests After Three Years," *School and Society*, 23:438-440, April 3, 1926.

[6] Garretson, *op. cit.*

picture of the direction of interest as it bends toward one or another of the large fields of human activity.

The question still remains as to the reliability of the questionnaire on repetition. This has not been tried experimentally. It is also quite possible that there should be considerable variation in interest according to locality. City children probably would not exhibit the same interests as country children. Or one part of the country might show different interests from another part according to differences in industry, climate, racial backgrounds, and so on. If such differences in interest exist, instead of being disturbing they may be highly significant and quite pertinent to the guidance problem. Or it may be that there are seasonal variations in interest so that boys in general would profess greater interest in "playing baseball" or "working on a farm" in summer than in winter. Such variations are probably real, but it is believed that items showing seasonal variations are not numerous enough in the questionnaire to influence the results greatly. It must be admitted that questionnaires should show much wider fluctuation in response, both when given under different conditions and when repeated, than tests do. Part of these fluctuations are of significance to our problem; but part also are irritating because they have no correlations with any of the other factors in which we are interested. The exact extent to which interest questionnaires are invalidated by the unreliability of response, either because of untruthfulness or variation in response to factors unrelated to the problem, remains for future research to discover.

Eventually we may hope to have *tests* that will give a differential prediction of success in several lines of activity, informing one as to the relative probability of success in each of several broad fields. At present there is promise that such tests are possible, but investigation has not been carried far enough so that they are available for practical use. The best substitute that is now available is the interest questionnaire, which gives in a roundabout way the best estimate that a boy can make of his probable success in various activities. Investigation shows that interest is at present a very important factor in determining the choice that boys make in connection with their high school curriculum.

To state that a boy has more promise of success in one curriculum than in another, or that his interests suggest the choice of one curri-

culum rather than another, does not at all state the *level* of work that he is able to pursue. One boy who shows technical interest and who gives promise of better ability in technical lines than in other lines may eventually become an outstanding engineer, scientist, or inventor, capable of developing large projects; another may become only a skilled or even semiskilled artisan. The first boy should go to a technical high school, obtain the best possible fundamental preparation in science, mathematics, and fundamental processes, and eventually go to some scientific school such as Massachusetts Institute of Technology or Stevens Institute. A boy showing commercial interest and ability may eventually occupy any station from that of the lowliest clerk or bookkeeper to that of a high-priced business executive who assumes the leadership of a large corporation. The boy who is to become a clerk or bookkeeper needs only a thorough training in stenography, typewriting, bookkeeping, and office practice. The other boy should prepare for college and eventually obtain advanced training in a college of business administration. Even with academic interest and ability there is a difference between the boy who will become a reporter or library attendant and the boy who will become a talented physician, lawyer, or minister.

Gifted boys will not necessarily choose the academic course. So far as our data show, there is no relationship between scores on an intelligence test and the direction that a boy's interest will take. A gifted boy may quite as easily become an engineer or a business man as a professional man. What one must remember is that a gifted boy will require a prolonged training for the high type of service that he will render, and he should have a fundamental preparatory training. The gifted boy should not go to a trade school if he has technical interests; nor should he specialize merely in stenography and typewriting if he has commercial interests. The training of the gifted boy should be largely fundamental mathematics, science, and fundamental processes; the training of the less gifted boy, economics, accounting, and business methods. Both should have a broad training in interpreting social forces.

Dull boys, on the other hand, may have academic interests as well as other types of interest. But because of the way in which jobs are distributed in the world, it is probably true that the dull boy will have a better advantage if he goes to a trade school or prepares for a

clerical position than if he takes a general academic course that has no vocational possibilities.

In conclusion, the findings of recent studies and their interpretation as applied to the guidance of high school boys in the choice of a curriculum are as follows:

1. *In helping a boy choose his high school curriculum, determine his interests by means of a questionnaire which samples a wide variety of activities.*

2. *In predicting how well he will succeed in the curriculum of his choice, use tests of ability. Use a general intelligence test for predicting his success in any curriculum. Use special prognosis or aptitude tests for predicting his success in special subjects.*

STUDENT ACTIVITIES IN JUNIOR COLLEGES*

By GRAYSON N. KEFAUVER
Associate Professor of Education, Teachers College
AND CATHARINE BULLARD
Dean of Girls, West High School, Waterloo, Iowa

STUDENT ACTIVITIES WIDELY ACCEPTED

STUDENT activities have received increased recognition in both high school and college in recent years. The greater emphasis on social training and the recognition of the importance of actual social experience in providing that training have led school administrators to promote activities outside the classroom. Investigations of these activities in colleges and high schools, especially the latter, have shown that they play an important part in the school life of a large proportion of the students.

The recency of the development of the junior college probably accounts for the lack of studies of student activities on that level. This lack encouraged the writers to undertake the investigation to be drawn upon for this discussion. The scope of the investigation precludes reporting upon all sections of it or reporting completely upon the sections to which reference will be made.

SCOPE OF INVESTIGATION

The investigation of student activities included 104 junior colleges. These institutions are distributed through all sections of the country and include junior colleges of all sizes, ranging in enrollment from 8 to 2,883. They include 48 public and 56 private institutions. These facts combined with the variation in the age of the institutions and also the variation in the extent of development of a program of student activities give assurance of the representativeness of the

* Presented by one of the writers (G. N. K.) before the American Association of Junior Colleges at Atlantic City.

schools studied. It is probable that the institutions that coöperated represent a slightly more favorable situation than would have been found had data been obtained from all institutions. Those with large interest in student activities would be likely to have the most highly developed program and would also be most likely to coöperate. However, the data that will be presented later indicate that many of those who coöperated have a meager program, suggesting that the selection may not be significant. Since the primary purpose of the canvass was to discover the nature of the activities and administrative procedures that have been adapted to the junior college unit, a selection of institutions that are making experiments in this line adds to rather than detracts from the significance of the results.

ADMINISTRATIVE HEADS FAVOR STUDENT ACTIVITIES

Before turning to the nature of the program of student activities in junior colleges, it is desirable to consider the attitude of the administrators toward them. Are they favored or are they discouraged? Their development will be affected by their acceptance on the part of administrators as having a legitimate place in the program of the junior college.

TABLE I

PERCENTAGE OF ADMINISTRATIVE HEADS OF JUNIOR COLLEGES EXPRESSING CERTAIN ATTITUDES TOWARD STUDENT ACTIVITIES

NATURE OF ATTITUDE	PUBLIC	PRIVATE
Discouragement	2.3	0.0
No Encouragement but Supervision Given	2.3	6.0
Encouragement, but Left to Student Direction	9.1	10.0
Definite Encouragement and Direction	86.4	84.0

In only one institution is there discouragement of student activities. In one public and two private institutions, no encouragement is given. Supervision is given, however, presumably to minimize their potential evil influences. The policy of the remaining institutions (see Table I) is that of encouragement. Of those giving encouragement, a small number—9 per cent—leave the program to student direction. Most of them, however—86 per cent—consider the pro-

gram to be of sufficient potentiality to give both encouragement and direction to it. This support is uniformly expressed for public, private, large, and small institutions.

The attitude of administrators is not so favorable toward one type of student activity—the secret society. A special response was obtained for this activity, because of its critical nature and the contrast in policy between high school and college. The policy in the junior college is more nearly like that in the high school than that in the college. Seventy per cent of the public junior colleges indicated that they prohibit secret societies. The same policy of prohibition was reported by 66 per cent of the private institutions. Five of the public and seven of the private institutions provide some type of faculty regulation or supervision. Student regulation is used in two public institutions. Two public and two private institutions reported that they have no type of regulation to restrict the freedom of these organizations. Administrators were requested to indicate the policy toward this activity which they preferred or believed to be desirable for junior colleges. The response to this inquiry was not markedly different from present practice. In only one case did the administrator of an institution with the policy of prohibition report a belief that secret societies should be allowed and supervised by the faculty. A total of 68 institutions reported the practice of prohibition and 73 preferred that policy.

PROBLEMS ASSOCIATED WITH DEVELOPING A PROGRAM OF STUDENT ACTIVITIES

The policy of the public junior college at Kansas City, adopted because of certain problems experienced in the local situation, is so much at variance with the uniform opinion just reported that it justifies brief description. The administration of this institution reports an earnest attempt over a twelve-year period to develop a successful program of student activities. The following quotation summarizes the outcome of this experiment:

> There had been a growing conviction that most of these activities have their beginning and find their support in conditions which are not at all analogous to the conditions surrounding our public Junior College. The student body undergoes a turnover in two years. This means that if there are to be continuity and consistence in student activities the faculty must

furnish them in a large measure and against this the students often rebel. The most mature leaders of student thought and action are sophomores, and they can hardly be expected to exercise the quality of judgment that student bodies manifest in senior colleges. On the other hand, the activities of the high school period can hardly be transplanted to the Junior College.

The policy is further clarified by the following statement from the bulletin of the Junior College of Kansas City, May 1928:

(1) That it is the sense of the faculty of the Junior College that extra-curricular activities, if coördinated with classroom work and properly administered, constitute an agency which may contribute materially toward the accomplishment of the above stated purposes.

(2) That, inasmuch as practically all students of this college reside at home and are not removed from their usual social environment, it is not practicable for the faculty to assume responsibility for the social activities of the students on the school premises.

(3) That, beginning with the school year 1927-28, the faculty will authorize only those organizations and activities which meet four conditions:

(*a*) Operate in conjunction with some department of the college.
(*b*) Have as their purpose the aiding and supplementing of the work of that department.
(*c*) Confine their activities to the Junior College building, excepting intercollegiate contests.
(*d*) Operate under the supervision of a member of the faculty belonging to that department.

In accordance with these principles, there are in operation the Engineers' Club, the German Club, the Pre-Medic Club, the French Club, the Music Club, the Mask and Bauble Dramatic Club, and the Girls' Physical Education Club, all of which are doing work of much benefit in their several departments.

The College also maintains a schedule of intercollegiate contests in debate and basketball.

Two problems raised in this statement doubtless influence the program unfavorably. The two-year organization, with a large majority of the students new to the institution each year, makes it difficult to obtain a desirable continuity of interest and activity. Also, the experience of colleges shows greater difficulty in developing a unified school spirit and a program of student activities when practically all the students live at home and retain contact with their out-of-school

organizations. The objections based on the fact that junior college students do not have as mature judgment as senior college students and on the impracticability of utilizing the activities of high school, if just, do not argue against an active program of student activities in junior colleges but rather for a program adjusted to this level.

It is to be expected that many institutions will meet certain baffling problems. The junior colleges' administrators who were approached were requested to list problems or difficulties which they had experienced in connection with their programs. Sixty-seven institutions responded to this request.

The problem most frequently mentioned (11 institutions) was (1) how to finance the program; especially, how to obtain adequate funds. Two institutions indicated that students objected to paying fees. (2) Obtaining capable and willing sponsors was a concern in nine schools. The importance of this problem is attested to by the means used to repay faculty members for their added responsibilities and the concern about capacity for handling some activity in the choice of members of the staff. (3) Difficulty in scheduling the activities to the satisfaction of all was mentioned by seven institutions. A similar frequency of mention occurred for (4) lack of feeling of responsibility by students. This problem was also presented in other forms, as (5) immaturity of students, (6) lack of participation, (7) too much responsibility on a few students, and (8) lack of coöperation among students. (9) Prevalence of outside interests was indicated as a problem by six institutions. The amount of participation appears as a problem in two forms—five institutions reporting lack of participation as a problem and three reporting over-participation.

There is always the problem of maintaining the proper balance or emphasis upon different parts of the program. In some institutions athletics are overemphasized and in other institutions the social type of activity is most popular. There is also the difficulty of maintaining a proper balance between curricular and extra-curricular activities. In two institutions associated with high schools of much larger enrollments, difficulty was experienced in developing a successful program because the junior college activities were overshadowed by the high school activities.

These problems suggest the need of certain administrative procedures which would contribute to their solution. It will not be pos-

sible to consider these detailed procedures in this discussion. An important factor in clarifying these problems is the possession of a clear conception of the outcomes to be striven for. These outcomes or objectives become the evaluative criteria for the consideration of existing or proposed procedures.

OBJECTIVES FOR STUDENT ACTIVITIES

The administrators coöperating were requested to indicate the values that they were attempting to realize by their program of student activities. In order to avoid suggesting desirable outcomes, a check list was not presented.

The outstanding objective, presented by 24 of the 68 administrators who furnished this information, was training for leadership. The social-civic-moral aims related to this objective also received special emphasis. The most frequently mentioned activities of this group were related to school spirit, socialization, citizenship, character, and coöperation. The opportunity provided for individual development was also stressed. Initiative, sense of responsibility, self-reliance, and self-confidence represent the type of qualities presented. These activities are also considered effective in providing outlets for student interests and in developing wider interests. General all-round development, cultural training, and training for leisure were also reported. These activities are considered also as a supplement to curricular work, presumably for the brighter pupils. Studies by Chapin[1] and Swanson[2] indicate that the brighter pupils participate more than those of less ability. Health naturally receives frequent mention in connection with a strong program of athletic activities. The publicity values of these activities are acknowledged by several institutions when they state that one of the objectives is to advertise the school. It is obvious that these leaders of junior colleges recognize certain educational possibilities in these activities. Certainly the qualities listed are of sufficient importance to merit special emphasis.

NUMBER AND TYPE OF ACTIVITIES

Another indication of the appropriateness of student activities in junior college can be found in the amount and nature of the activities

[1] F. S. Chapin, "Extra-Curricular Activities of College Students: A Study of College Leadership," *School and Society*, February 13, 1926, pp. 212-216.

[2] A. M. Swanson, "The Effect of High School Scholarship of Pupil Participation in Extra-Curricular Activities," *School Review*, October, 1924, pp. 613-626.

carried on. The variation among junior colleges in the number of activities is impressive. The range for the public junior colleges is from 2 to 86 and for the private junior colleges from 2 to 44. As would be expected, the larger institutions have the larger number of activities. The median number of activities for public junior colleges with enrollments under 100 is 9.5 in contrast with 15 for those with enrollments of 100 to 199 and 19 for those with enrollments of 200 and over. The situation for the private junior colleges is practically the same; the median number of activities for the three groups of schools being 16, 22.5, and 20. When all the institutions of one type are combined, the private institutions show slightly more activity than the public, the medians being 19 and 14, respectively. Three-fourths of the private junior colleges have more than 14 activities and three-fourths of the public institutions have more than 11.

Larger contrasts are noted between public and private institutions in the types of activity being used. In both instances, the athletic activities dominate. There were 252 frequencies for such activities in the public and 310 in the private institutions. Included among these activities are athletic associations for men and for women, general athletic associations, "letter" club, athletic council, football, basketball, soccer, baseball, track, hockey, volleyball, tennis, swimming, wrestling, boxing, archery, hiking, dancing, folk dancing, military drill, rifle practice, canoeing, golf, horseback riding, handball, gymnastic club, fencing, rowing, and horseshoe club. Some of these activities appear infrequently. They indicate, however, the wide variety of athletic activities that are being developed in junior colleges.

The second position in total frequency of activities is held by the literary group. This group ranks equally high in the public and private schools, with a total frequency of 170 for the public and 185 for the private institutions. It includes literary society, English club, booklovers' club, reading club, poetry club, library club, French club, Spanish club, German club, dramatic club, school paper, school magazine, humor magazine, annual, forensics club, oratory, intercollegiate forensics, creative writing, and dramatic workshop. The highest of this group in order of frequency are school paper, dramatic club, annual, and literary society. It is of interest to note the extent to which students turn to the more academic activities when they have freedom to choose.

The social-civic group of activities also receives approximately equal emphasis in the public and private institutions, with a total frequency of 112 for public and 129 for private institutions. The activities included in this group are the general organization of all students, student council, civics club, leaders' club, fraternities, sororities, men's welfare club, women's welfare club, history club, international relations club, junior league of women, government club, social service club, dormitory club and council, men's club, booster club, inter-fraternity and Panhellenic council, men's union, and women's union.

The musical activities are emphasized more in the private institutions, with a frequency of 148 for the private and 98 for the public institutions. The activities include choruses, men's glee club, women's glee club, orchestra, band, music club, music appreciation, operetta, cantata, quartette, trio, opera, choir, college players, and violin club.

The religious and moral organizations are also given much more emphasis in the private institutions, although their frequency is considerably less than that of the previously described types of activities. The frequencies are 31 for the public and 63 for the private institutions. Included in this group are the Bible-study club, Young Men's Christian Association, Young Women's Christian Association, Sunday school, student volunteers, missionary club, Christian association, and the gospel team. The Y. M. C. A. and the Y. W. C. A. are the only organizations of this group that appear in the public institutions.

The science organizations are much more common in the public institutions; the frequency being 28 for the public and 12 for the private type. In this group we find the science club, nature study club, radio club, biology club, airplane club, hygiene club, chemistry club, pre-medic club, first aid club, and others. The general science club is the type most frequently found.

In addition to the above groups there are a number of activities that do not lend themselves to grouping. Typical of this group are the honor club, camera club, pep club, chess club, bridge club, travel club, excursion club, and study club.

This canvass of the program of student activity impresses one with the variety of the activities that have been developed in these institutions. One hundred seventy-five different activities were reported. It indicates the wide range of interests of students in junior colleges and

suggests that much freedom is allowed in the choice and development of activities. The attitude expressed by administrators, and the amount of activity now going on in most junior colleges, indicate the dynamic nature of the program of extra-curricular student activities.

RESPONSIBILITY FOR SPONSORING ACTIVITIES

The administration of a program of student activities requires that some degree of supervision and control be provided. In the high school, responsibility for at least one extra-curricular activity is rapidly coming to be considered an integral part of the function of every teacher. Certain cities incorporate a statement in the teacher's contract which covers the responsibility of teachers for extra-curricular activities. This policy has not been adopted by administrators of junior colleges but approximately a third of the institutions require all instructors to sponsor at least one activity. Interest and capacity in handling student activities are frequently considered in choosing new members of the faculty. Slightly more than 50 per cent of the public and 67.8 per cent of the private institutions indicate that such interest and capacity are taken into consideration when teachers are employed. The statements made by several of the administrators in this connection will illustrate.

> When a teacher is employed he is given to understand that he is expected to do what he can in sponsoring activities and is generally assigned to the activity of his choice.
>
> No additional recognition; must have qualifications outside of classroom before he is hired.
>
> Sponsoring student activities is considered part of the duty of each faculty member, in addition to class work.

Teachers in most schools are compensated in some way for these added responsibilties. The most commonly reported form of compensation is the assurance that such service will be considered in promotions. In a considerable number of schools, additions are made to the salary. Approximately a third of the institutions canvassed reported that sponsors in athletics were given additional pay. This practice is followed infrequently for musical and forensic activities and only rarely for the remaining activities. Reduction in teaching load and relief from other non-teaching duties are two commonly used forms of adjustment of the responsibility of teachers.

Reduction in amount of class work was reported by approximately half of the institutions for sponsors of musical activities, publications, forensics, and athletics.

AMOUNT OF SUPERVISION PROVIDED

The amount of supervision provided for activities in high school is significantly greater than that usually found in college. It is of interest to note the relationship of the policies of the junior college to those of the high school and the college. The administrators were asked to indicate the type of relationship recommended for the sponsor. Seven institutions stated they do not make any recommendation. None of them recommended that the program should be left entirely in the hands of students. At the other extreme, only five recommended that the sponsor set up the program of activity. Approval of the plans of students and suggestions by the sponsor in the formulation of the plans are the most frequently recommended procedures. In about a third of the institutions it is suggested that the sponsor both suggest and approve. In another third the function of the sponsor is conceived as approval, with responsibility for initiating the program resting with the students.

The importance attached to the control of student activities in junior college is attested to by the large proportion of institutions that require a sponsor for every activity. Approximately eight-tenths of the public and seven-tenths of the private junior colleges have such a requirement. A smaller proportion, two-thirds of the public and one-third of the private junior colleges, require that the sponsor attend all the meetings held in connection with the activities. Some of the institutions that do not have a specific requirement reported that it is "expected," "desired," or "advised."

PROCEDURE FOR SELECTING SPONSOR

The procedure followed in selecting from the faculty the person to sponsor each of the activities varies among institutions and with the nature of the activity. The varied procedures can be characterized in four ways. They may be (1) chosen solely by students; (2) chosen by students and approved by some authority; (3) appointed by authority after conference with students; (4) appointed by authority without conference with students. The last named, the appoint-

ment of the sponsor without conference with students, is the most frequent procedure if all the activities are considered. Half of the practices are of this type. In only a tenth of the cases are the sponsors chosen by students independently, and approximately the same number are appointed by the authority after conference with students. A fourth are chosen by students and approved by the authority. The variation among activities is so large as to make a general summary somewhat meaningless. The athletic activities, dominated by intercollegiate competition, are handled largely by the coach who, in three-fourths of the institutions, is chosen to direct activities without consulting students. A similar condition is noted for the musical activities for which the instructor in music is largely responsible. Approximately half of the sponsors in publications and forensics, and of the advisers of student government associations are selected independently by the authority. Sponsors for the subject clubs, and social, religious, and moral organizations are chosen by the students, either independently or with approval, in about half of the schools. Only about a third are appointed by the authority. The sponsors of secret societies are chosen largely by the students themselves.

The reference to "authority" in this discussion of the selection of sponsors has been made general because of the variety of practice. Among the authorities listed are president, dean, principal of high school, board of education, superintendent of schools, and administrative board. The variety in the assignment of responsibility, especially in the public school situation, reflects the lack of uniformity in the assignment of responsibility for the administration of the junior college.

RESPONSIBILITY FOR DEVELOPING STUDENT ACTIVITIES

Student activities, in the judgment of the writers, have an important place in the program of the junior college. The opportunities for true socialization, the development of the abilities and attitudes which lead to successful and happy participation in the activities of the community, the development of interests which lead to effective use of leisure time, the enrichment of the curriculum, extending it beyond the more formal curriculum—especially important for the brighter students—and other outcomes that may be possible, call for serious promotion by administrators of junior colleges. The prob-

lems that have been suggested are not insurmountable. They merely challenge the ingenuity of those responsible for their promotion. The small number of students enrolled in a considerable number of junior colleges probably presents the most serious difficulty in those institutions. Whatever the local problems, a clear conception of the outcomes to be striven for and a careful evaluation of administrative procedures based on a consideration of their probable contribution to those outcomes should contribute much to progress in this field. It is probably not necessary to caution against an error that is frequently made in the high school, that of copying a program followed by another school without considering its practicability in the local situation. It has seemed desirable to the writers, however, to make an analysis of current practice in order to gather suggestions that can be scrutinized for the possible improvement of programs in individual institutions.

THE LIBERAL ARTS COLLEGE PROBLEM

By DONALD P. COTTRELL
Assistant Professor of Education, Teachers College

I. THE CHICAGO CONFERENCE

IN MARCH 1930 the "Liberal Arts College Movement" was launched in Chicago in a conference of representatives of liberal arts colleges. This undertaking purposes to restore to liberal arts education its position as an indispensable and thriving enterprise in higher education in the United States. The immediate object of the movement was a concerted drive for increased funds for endowment, especially for the small colleges, in which is found a large proportion of the nation's college students.

That the effectiveness of college education is being impaired was recognized in one of the recommendations considered, which read as follows:

> That the Chicago Conference shall declare, in unmistakable terms, that the college of liberal arts has a distinct place in higher education in the United States; that cultural education, as exemplified in the college of liberal arts, must be safeguarded from the threatened encroachments that seem to militate against it; and that there should be provided ample financial resources whereby these colleges shall be enabled to function efficiently in the interest of the cultural education of the million or more students seeking enrollment therein.

The fact that some institutions are doing more effective work than others was also recognized by the conference, and a means of separating the fit from the unfit was devised. The following is a quotation from the printed literature of the Conference:

> Under the spur of this movement . . . the vitality of every institution will be tested; and if an institution should not be able to secure additional resources under the unusual circumstances of a nation-wide appeal, it would almost certainly fade from the picture. No better way could be

devised to determine whether an institution has a place to fill in higher education than by the means of a concerted campaign, backed by a united appeal to the country.

The especially notable and fortunate circumstance of a large number of colleges voluntarily setting up the machinery for coöperation in at least one phase of their common enterprise, and the virtually unprecedented phenomenon of a large group of college administrators disposed in fact, as well as in theory, to regard their problem as a national problem rather than one upon which each exclusively had his own option, should not be permitted to obscure the palpably defective and reactionary aspects of the undertaking. While many important words were spoken by eminent outside speakers who were invited to address the meetings, it is highly significant that in the official deliberations of the delegates, reported in their printed minutes, the language was predominantly that of the almighty dollar. Many voices were heard, fervent with evangelism, calling for the perpetuation of the liberal arts college, but not a single word was spoken in appeal for the reconstruction of the liberal arts college and for the support of the necessary research to that end. Much emphasis was placed upon safeguarding the liberal arts college against the secondary, graduate, and professional encroachments upon its field, but no mention was made of any study of the possibilities and needs of articulation among the various higher institutions. Great stress was laid upon the financial plight of the liberal arts college and the wonders that could be wrought with more money, but no reference was made to the educational absurdities in which the college is involved and to the possibilities for improvement in intelligent study of its processes.

II. WHAT IS MEANT BY COLLEGE EDUCATION?

No powers of divination are needed to see that the nation stands sorely in need of college education of its youth. Probably no single statement of what is meant by college education would receive such general agreement among college presidents as the ringing maxim that college education is to teach young men and women, not how to make a living, but how to live. Does the present status of the family in America, with its mounting record of divorce, its feeble and groping struggle with the new issues of parenthood and child-

rearing, and its well-nigh complete breakdown, at least in urban areas, as the unifying factor in the experiences of its members, bespeak any distinctive success for college education in this noble purpose? Does the fact that a shamefully small percentage of the eligible voting population cares to go to the polls bring any flush of pride to the cheeks of college educators in a nation committed to the principle of participation of the governed in their government? Does the philosophy of futility and defeat which is scattered abroad in the popular present-day literature of young American authors bring good cheer to those engaged in the conquest of insanity and disease in the spirit and temper of the lives of young people? These are but the more obvious of many such questions which might be put to college educators. There are surely none who would contend that they are not fundamental matters.

And yet, each autumn thousands of young people are admitted to college only to be sent home before the Christmas holidays, told, in effect, that they are not fit to receive counsel in facing the tremendous and perplexing questions which are universal in their lives. Why are they sent home? Because the college refuses to violate the sanctity of its structure of subjects inherited from the days of disciplinary psychology and preserved for the glory of antiquity. Should this whole situation be immortalized by the establishment of a great national foundation for the perpetuation of the status quo in college education? The answer of the present writer is very definitely negative. We need, *not* to intrench the college education that we have, but to devote our energy and resources to the reconstruction of those types designed to meet a fundamental need, national in scope.

If it were not for the fact that in a few isolated institutions college education has been ingeniously devised to meet the basic social, intellectual, and spiritual needs of young people, and has achieved distinctive success, one might be tempted to believe that the American college has had its trial and has been found wanting in the requisite genius to fulfill its function. One might conclude that the method of education, in this type of institution and on this level, has been misrepresented to the nation as a method of social control and social reconstruction, and has been grossly overadvertised and oversold. But even granting the limits of the present subjective methods of

measurement of the effectiveness of educational institutions, one cannot view the work of these few institutions without an overwhelming conviction of the indispensability of some properly directed educational experience other than direct vocational preparation, not for a few, but for most of the nation's youth, during their late adolescence.

What are some of these universal and basic needs of young people for college education in late adolescence; needs which exist because of the nature of our contemporary life; because of the biological conditions which develop at this point in the life of the individual; and because of the failure of secondary or elementary education, as now constituted, to remove them? To put the same question from a different point of view, what common content of educational experience has the nation a right to expect that all institutions engaged in college education shall provide, regardless of other special facilities which certain ones may provide? The following seem imperative.

1. *Higher Civic Education.* The implications of participating membership in the various civic structures, the community, the state, the nation, political parties, and so on, are so far-reaching that they become central in any theory of college education approached from the social point of view. The individual is in a position at this time to entertain critically a healthy exposition of the principles of the society in which he lives, and it is the best of social insurance to afford him the opportunity to do so.

2. *Education for Marriage and Parenthood.* Family life from youth's point of view is seldom given educational consideration, either within the home or out of it. Many conflicts arising in the relations of the youth to his parents could be resolved by proper education. Family life from the adult's point of view is in many cases imminent, and may be educationally anticipated with a decided lessening of human suffering. Much has yet to be learned, through research, about the education of youth in matters of sex; but on the other hand, much is already known, and practically nothing is being taught, in this fundamental area of human experience.

3. *Aesthetic and Spiritual Education.* The breakdown of many of the time-honored moral sanctions and the disenthronement of the established moral codes have greatly changed the character of the problems of conduct among young people. The fullest possibilities

of the aesthetic approach to these problems have by no means been realized. The whole texture of experience is possessed of attributes commonly called "spiritual," in the sense of a groping of the individual for larger and finer realization of his potentialities. The habit of searching for, and interpreting the finer qualities of experience is one which is richly rewarded.

4. *Education for Health and Recreation.* An important function of all institutions for general education should be to teach individuals how to keep healthy, mentally as well as physically. But little need be said to show the special significance of this function at the college age. Both the art and the scientific basis of recreation are phases of health, and the conditions of urban industrial life, especially, give them importance in college education.

5. *Education for the Choice of Vocation.* The amount of avoidable human waste in time and talents through failure of, or too long postponement of, intelligent appraisal of the individual's vocational aptitudes and interests in relation to economic and social facts prevailing in the several occupations is incalculable. This is not a problem for the technical, vocational, or professional school. It is a problem for the institutions for general education, and should be approached in the early units; but it can rarely be intelligently solved before the completion of the period of secondary education.

III. SELECTION OF STUDENTS

It is now a matter of general agreement that education proceeds most effectively in groups selected for homogeneity of purpose and ability. The selection of students by a college, pursuant to this principle, implies differentiation of educational contributions among institutions. This is altogether desirable, as most colleges will wish to fulfill some functions in addition to the basic elements of college education, as set forth above. Thus certain institutions may become distinctive because of the special facilities which they offer for the development of the intellectual abilities, others for religious experience, and others for social or health facilities.

Selection of students is entirely justifiable, so long as the institution defines with care its special contribution, and devises valid means for the selection of students suited to that contribution. At this point two difficulties arise, however. In the first place, the extrav-

agance of the claims of certain institutions to the effect that they offer distinctive educational facilities of all types is surpassed only by the stupidity and irrelevance of the methods which they use to select a group of students to take advantage of all of these types and grades of facilities.

In the second place, differentiation among institutions implies some unifying agency to fill in the gaps. This agency, theoretically, should be the state university.

It is often contended that a state university cannot select students, for it is obligated by law to receive all qualified graduates of secondary schools. But it does select students. It simply does its selecting during the academic year by the unintelligent and destructive process of failure of certain students to pass rigid and often technical course barriers, rather than by the use of predictive measures on entrance. It seems inescapable that it is the social obligation of the state-supported institutions for college education to study the educational needs of the entire eligible student population of the state, to study the types of college facilities which are provided by privately supported institutions in the state, and to supply the deficiencies, if any, at state expense. A corollary to this statement is that it is the social obligation of a privately supported institution to define the type of special contribution which it wishes to make, and to direct unqualified students elsewhere.

IV. THE FOUR-YEAR CURRICULUM

One of the administrative fetishes of the typical college executive is the fixed four-year curriculum. Until this four-year fixation is broken, little progress can be made in building a national program of college education. Basic college education, as outlined above, will not take four years for most students, but for some it may take more. When this basic college education has come to be regarded as an achievement in and of itself, and when "pre-graduate" and "pre-professional" trainings in special subjects are given, as they should be, by the graduate and professional schools themselves, much of the present false prestige of the baccalaureate degree will disappear, and a victory will have been won for more effective articulation of educational units.

AN ESSENTIAL OBLIGATION OF THE COLLEGE IN A DEMOCRACY*

By CLYDE R. MILLER

Director of the Bureau of Educational Service, Teachers College

NO INSTITUTION supposedly dedicated to enlightenment, to the search for truth, and to the spread of knowledge can be faithful to its ideals if it permits censorship to give to the public a distorted picture of its activities. This holds for private institutions as well as for public institutions; but in a democracy there is a special obligation upon the latter to reveal themselves accurately.

CENSORSHIP IN PUBLIC LIFE

Some institutional heads succumb to the natural desire to have only favorable pictures of their institution implanted in the public mind. They are likely to set up a publicity office which really acts as a filter to keep from the public anything that might mar the pretty picture. In a democracy this is thoroughly bad. There is nothing worse in our public life than censorship. It is the curse of municipalities. It is the curse of state governments. And most particularly, it is the curse of our federal government. Censorship is inexcusable in a democracy because it is the great threat against continuance of democracy. No university is worthy of the name if it employs press-agentry and censorship to give distorted but favorable pictures of itself. It is as bad when it does so as a government official who spends taxpayers' money to provide favorable propaganda for himself.

American politicians and educators too frequently have had in common a deadly fear of criticism. Our colleges and universities need criticism just as individuals need it. If they are not unalterably static and stereotyped they grow and develop as a result of criticism. The fear that a professor may carry on some research or express an opinion that to some folk will seem foolish—which,

* Portions of this article were included recently in an address by Mr. Miller before the American Association of College News Bureaus.

indeed, *may* be foolish—may cause a university executive to prohibit publication of researches and of opinions until the central governing authority has inspected and approved. This meticulous caution not only is a cause of lack of progress in higher education, but it is passed along to the secondary and elementary schools where its stultifying effects are felt.

Private institutions depending upon highly conservative sources for income may be a little more sensitive to the implications of economic and social research than public institutions. In them the censorship may be stricter. As private institutions, of course, they can do as they please. But no public or quasi-public institution in a democracy has a right to set up a wall of censorship and thus separate its faculty and research workers from the press and from other avenues to the public.

THE URBAN UNIVERSITY AND THE PRESS

As far as possible, the four walls of the classroom or of the laboratory should be expanded to take in the whole community, if that classroom or laboratory has anything worth while for the community. Here is the great opportunity for the urban university. It is close to the machinery of news dissemination. It can be in touch with the newspapers which are most likely to have men and women of knowledge, experience, wisdom, and competence engaged in interpreting educational and research activities to the public.

When a news story by such a writer appears in his own paper it is likely to be sent also to hundreds of other papers by the Associated Press, the United Press, or other press associations. Thus a university in New York or Philadelphia or Chicago or Cleveland is more likely to become an important influence in American life than one in a rural district where there are few newspapers and where the machinery of news dissemination is not so well organized.

Direct contacts between reporters and professors should be encouraged. The wisdom of preparing hand-outs to be given to the newspapers is questionable. In the case of important addresses it is, of course, a convenience to papers to have advance copies of these. In the case of reports of researches it is a convenience to have copies. The university publicity office or the authorities responsible for coöperation with the press can be of help in foreseeing the possi-

ble needs of the newspapers and in procuring copies of addresses, researches, and reports, and in suggesting to them the news possibilities of various university activities.

Hand-out interviews with professors written by a paid publicity agent are in poor taste, to say the least. If a professor has a good interview in mind and is willing to talk to a reporter, it is good both for the reporter and for the professor to have the reporter do the actual work of interviewing and then write his own story.

A good reporter is intelligent, alert, and adaptable. If the reporter is young and inexperienced, his youth and inexperience are all the more reason for his coming into contact with a professor who can widen his horizon, add to his knowledge, and increase his understanding.

PUBLICITY THROUGH THE SCHOOL OF JOURNALISM

In an urban university with a School of Journalism there is a peculiarly good opportunity for the development of reporters who will know something about higher education and what the various colleges of the university are attempting to do. That condition prevails to some extent at Columbia University. Several of the seniors and graduate students in journalism work on a salary or space rate basis for New York dailies and other publications. As far as Teachers College is concerned, they are encouraged to make direct contacts with professors and staff members. They are given no hand-outs of interviews, although they do occasionally receive advance copies of important addresses and reports. Frequently, their attention is directed to articles containing news possibilities which have been written by faculty members. Or they themselves discover such articles in the library. By the direct contacts with important figures in higher education they come to see news possibilities in a field that might otherwise appear to them as dry, erudite, and unprofitable.

Here is one instance of many: Through direct contacts with Teachers College some of these reporters from the School of Journalism at Columbia came to know of important and divergent trends in the field of Secondary Education. When Dr. Thomas H. Briggs in January, 1930, delivered his now famous Inglis lecture on Secondary Education—a weighty document running to 132 typewritten

pages—these young men saw the news in it. What Dr. Briggs did in that blistering but scholarly address was to attack private schools and to question the efficiency of the American high school. The reporters had advance copies of the address and free contact with Dr. Briggs. There were front-page stories all over the country and innumerable editorials. Hence millions read what otherwise would have been heard or seen by a few thousand at most. Some of Dr. Briggs' critics said this was poor publicity, bad for the College, and harmful to education. Many of his colleagues did not agree with his point of view. But they had the same opportunity to be quoted, and they too made the first page and got into editorials —when the statements which they made were interesting and timely. This very disagreement and discussion did much to reveal Teachers College as it is—"an institution holding no position, advocating no one theory of education, but selecting its faculty and permitting each member untrammeled to present whatever his reflections and researches lead him to believe."

EDUCATION AS NEWS

Education, by the very fact that it is a science as well as an art and that it involves many sciences, is a rich source of news. It represents the effort to bring to people not only a knowledge of discovered truths but also a knowledge of how to utilize tools to discover more truth. It is part of the eternal effort to gain conquest over the unknown, to win from nature the secrets of increased power, and to give to all men greater knowledge and richer appreciation of the art of living usefully and happily.

We have a wholesome educational situation when an attack upon old conceptions and old methods is going on constantly; when the effort is constantly being made to sweep aside tradition and prejudice. These attacks and these efforts constitute news. When such news involves social and economic values the situation may be uncomfortable for conservative institutions which hold that all good is found in the past. A really scientific point of view is out of harmony with such conservatism. It is out of harmony with censorship. Science welcomes free and democratic discussion of old and new ways of doing things and of looking at things. It welcomes contrasts of new with old.

There is room in America for more institutions of higher learning of this type—institutions in which the scientific ideal blends with the democratic ideal; institutions in which there is freedom of speech and untrammeled contact with a free press. Such institutions, particularly in large urban centers, will be sources of light and inspiration. They will not have to depend upon gladiatorial football combats for their publicity.

The chief reason for the enormous overemphasis of football in American colleges is that football provides the conflict element so essential to news. Institutions timid on social and economic and scientific conflicts feel perfectly safe to let their young men smash away at one another in the physical combat of football. Thus they get enormous space in the newspapers for two or three months of the year. For any college or university football, if the players are well selected and coached, offers an easy way to enormous institutional publicity. This may serve the practical purpose of holding the attention of alumni and of bringing in endowments for Alma Mater. It is part of a splendid and thrilling gladiatorial show—that and nothing more.

An institution worthy of the name of university ought to do something more than furnish such diversion, even though the diversion be justified as relaxation for an amusement-hungry public.

Measure against the football publicity of conflict, coming from America's colleges and universities this past season, the publicity of conflict inherent in Professor Briggs' indictment of America's secondary schools or Professor Thorndike's exploding of the old notion that only children can learn. Some significant conclusions could be drawn from the comparison.

Any university, rural or urban, especially if it is supported by public funds and if it has the ideals that go with the word "university," is under an obligation, in a democracy, to encourage a mirroring of the whole range of its activities. Thus the public can catch something of the inspiration it has to offer, can benefit, perhaps, by its services, and can have some measure of those services. There should be no effort to cover up faults, no effort to paint a pretty picture, but constantly a willingness to cooperate with those agencies which help reveal the university honestly and accurately to the public. Of these none is more important than the press.

In New York there is an increasing amount of coöperation between the city's newspapers and the universities of the city. During the past year thousands of columns of news have been printed in the New York papers about strictly educational activities of students and professors. A great many of these news stories have made available to newspaper readers the country over something of the knowledge and inspiration that otherwise would be confined within the walls of laboratories and classrooms.

As newspaper men and women come to know more of the rich news possibilities in institutions of higher learning, and as professors and staff members come to larger appreciation of the merits of the public press as a partner in the educational process, there will be more news printed to carry to all the people something of the enlightenment, the truth, and the knowledge to the spread of which a university must be dedicated.

The amount will increase when presidents, deans, and professors recognize that news invariably is some form of conflict, contest, or contrast. Incidentally, teaching in our universities will be better when that recognition comes. Already the stereotype of the professor as a bearded, absent-minded, painfully dull and pedantic old gentleman, mooning away in library or laboratory or droning an interminable lecture to sleepy students, is passing. More and more, thanks largely to the newspapers in the urban centers, the university professor is being revealed as a keen-minded individual, alert to the problems of the world about him and helping to solve those problems. He is a merchant of light. And what he has to offer is carried—thanks to the American press—to millions who never set foot in his classroom.

NEW STUDIES IN EDUCATION

EXTENSIVE INDIVIDUAL READING VERSUS CLASS READING*

THERE is disagreement among those concerned with teaching reading in the elementary grades as to whether better development in reading ability is brought about by extensive individual reading or by class reading procedures. This study had as its purpose to ascertain the relative effectiveness of the two procedures.

The work was carried on with representative groups of children and teachers under ordinary public school working conditions. Plans for the work in the classrooms were not only discussed in conferences but were provided in mimeographed form in order that there might be no misunderstanding among the many people who were engaged in gathering evidence on the procedures under investigation. No help by any specially equipped person was given during the progress of the experiment. Except for the controlled conditions for the type of work to be done and the amount of time to be given to it the work in the classes proceeded in the usual manner with the usual amount of supervision. Thus the situation as a whole was kept typical of the usual public school.

The data used in this study consisted of: (*a*) the grade and section placement of the pupils; (*b*) the chronological ages of the pupils; (*c*) the change in reading test scores between the initial and the final tests, which were given about four months apart; and (*d*) the intelligence quotients of the pupils. The statistical technique of the difference of the means was used in determining the significance of the data.

CONCLUSIONS AND RECOMMENDATIONS

Extensive individual reading and class reading procedures are about equally effective in developing general reading ability in second, third, and fourth grades in typical public school situations. This is true whether pupils are in high or low sections of the grades, whether they are normal age or overage for the grade, whether they are of low, average, high, or very high intelligence, whether they are roughly equated in large groups or carefully paired by chronological age and I.Q. Unless advantages other than general reading ability are sought, either reading procedure may be recommended with equal assurance.

Certain values other than general reading ability are often mentioned in connection with the teaching of reading. Briefly stated, some of them are:

1. Development of powers of evaluation and sensing of relationships.

* By Helen A. Field, Ph.D. Teachers College, Columbia University, Contributions to Education, No. 394.

2. Application of attitudes and knowledge gained through reading in meeting and solving the problems of everyday life.

3. Breadth and range of information.

4. Effective expression of ideas.

5. Accurate reproduction of ideas gained through reading.

6. Development of initiative and responsibility in choosing reading activities.

In any type of work which emphasizes individual responsibility as extensive individual reading does, independent choices and the play of initiative and interest are present to a higher degree than in the more teacher-controlled class reading type of work. These values, together with those already mentioned, are sufficiently important in the part they play in the development of the whole child, at which present-day education aims, to have a considerable effect upon recommendations made as a result of this study.

It is recommended:

1. That both individual reading and class reading procedures be used in second, third, and fourth grades since both are equally effective in building up general reading ability and since each has other important values.

2. That extensive individual reading be used more than class reading since it has more value for the development of desirable attitudes, habits, and skills than class reading has, in addition to equal effectiveness in building up general reading ability.

3. That class reading be used, but that since it has only one proved value outside of building up general reading ability, it should be used sparingly and for the definite purpose of developing that value—accuracy.

AN ACCOUNTING OF PROGRESS AND ATTENDANCE OF RURAL SCHOOL CHILDREN IN DELAWARE*

THIS investigation reports the results secured from an analysis of the eight-year attendance and progress cumulative records of the 1915 entrants into grade one of the rural and village schools of the state of Delaware. A brief historical sketch surveys the state educational organization prior to and during the period covered by the investigation, the contributions of Service Citizens of Delaware, and the work of the DuPont Foundation. School progress was measured by progress indices and school attendance by attendance percentages. Since all schools were open approximately one hundred and eighty days per year after 1920, absence averages instead of percentages were used in the analysis of the causes for absence, days of late entrance, and days of early withdrawal. The study attempts to determine the extent that policies of school administrators pertaining to progress and attendance account for the present retardation situation found in our rural schools.

Fifty per cent of the 1915 entrants were lost from the school records by the close of the eight-year school period. Only 40 per cent of these entrants, 832 pupils in all, remained the entire eight years in the village and rural schools of

* By Hermann Cooper, Ph.D. Teachers College, Columbia University, Contributions to Education, No. 422.

the state. Their records form the basis for this study of progress and attendance.

One out of every two 1915 entrants spent the first two years in grade one; one out of every twenty made rapid progress; one out of every four made normal progress, and seven out of every ten made slow progress. The 1915 entrants who entered grade one at less than six years of age made slower progress than any other entering age group. Grade one was responsible for 48 per cent of non-progress found in the rural schools, grades two and three for 14 per cent each and grade four for 10 per cent. Some form of nonattendance accounted for 95 per cent of the reasons given by teachers for retaining pupils to repeat the work of grade one. Nonattendance reasons divide honors with educational reasons for retaining a child to repeat the work of the upper grades.

During the eight-year period the average pupil lost one year's time out of every five years spent in school on account of some form of nonattendance. Within any school year, the pupils making rapid progress attained the highest attendance percentages, those making normal progress next, and those making slow progress the lowest. Pupils who entered school at six or seven years of age attended school more regularly than pupils of any other entering age group. One out of every four of the 1915 entrants did not achieve an attendance percentage of 90 once during their eight years in school.

Work and illness were the two important causes of absence, and work the major reason for late entrance and early withdrawal from school. Illness tends to affect pupils in all types of schools in about the same degree, affecting the younger children far more than the older children, and it remains the important cause of absence of both boys and girls in the fully graded schools. Agricultural work is the important cause of nonattendance in the rural schools.

This study argues for an efficient interstate transfer system; a continuing school census; a cumulative record of attendance and progress; a program of progress and attendance administration that will tend to correct non-progress conditions in the lower grades of the elementary school and the rural farm labor conditions that keep the average child out of school from three to ten weeks a year; and a program of adult education that will result in a new rural interest in education.

WHAT TO TELL THE PEOPLE ABOUT THE PUBLIC SCHOOLS*

THE American people ask the same question about the public school as about any other institution or service: What does it do? When 5,067 school patrons and others interested in the schools were given an opportunity to rate thirteen topics of school news in order of interest to them, they placed the progress and achievement of pupils first. Next in order they placed methods of instruction, health of pupils, courses of study, and value of education.

* By Belmont Farley, Ph.D. Teachers College, Columbia University. Contributions to Education, No. 355.

The people have greatest interest in the results of teaching, how they are obtained and how education makes a difference in the physical and spiritual welfare of their children. An effective program of educational publicity will give these topics first place. The competition for the attention of the public is keen. Educational as well as commercial publicity must make use of the strongest interest appeals.

Discipline and behavior of pupils, qualifications and activities of teachers and school officers, attendance of pupils, buildings, business management and finance, action of the board of education, parent-teacher meetings, and extra-curricular activities were rated in the order given. It will be observed that the farther a school service apparently is removed from the actual teaching process and its relation to educational results with children, the lower the position accorded it.

Widespread unanimity of interest is indicated by the fact that the rank-difference coefficients of correlation between interest ratings in the thirteen cities studied, widely separated in geography, diverse in tradition and economic interest, ranged from +.85 to +.99, with only eight coefficients out of 78 below +.90.

The similarity of the interests of groups representing nine occupations is almost as pronounced as the interest agreement between cities. A significant item of this agreement is that unskilled laborers and business men and manufacturers alike placed the business management and finance of schools tenth in order of interest. It does not seem necessary to modify the *content* of school publicity to appeal to different community groups.

What they are being told about the schools through the newspapers is quite a different story from what the people say they wish to read. Forty-seven per cent of newspaper white space devoted to school news tells the people about football, basketball, parties and dances, and other extra-curricular life of the school. A statistical comparison of the content of school news with the interest of patrons in each of the cities shows that the rank-difference coefficients of correlation, with one exception, are negative and range from —.15 to —.66.

The amount of space devoted in newspapers to the one-half of the topics ranked highest in interest by patrons is 25 per cent of the total space devoted to school news, while the amount of space devoted to the one-half of the topics ranked lowest in interest is 75 per cent of the whole.

Statements of editors evaluating topics of school news correspond closely to their judgment of the interest value of the various topics as reflected in printed news. Practice of administrators also indicates lack of appeal to reader interest through the publicity programs which they sponsor. "All those responsible for the dissemination of news regarding the schools are overemphasizing the time devoted to what many people call 'fads and frills,' without properly informing the public what the school courses consist of, how they are taught to the pupils, and what results are achieved."

This apparent neglect of the use of the interest appeals which are most effective is held by the author to be the result of a faulty conception of the relative strength of the interest appeals in the various topics of school news, rather than the result of lack of intent to inter-

pret the schools to the public in an effective manner.

The final chapter of the study is made up of a selection of illustrations of published news stories which have been written about the topics relating to the schools which possess the elements of greatest popular interest.

OUTLINING AS A STUDY PROCEDURE*

THE central problem of this study was to get an answer to the question, "Does a pupil learn more facts if he systematically and thoughtfully outlines the subject matter assigned for study?" Ninety-four pupils, paired with an equal number of control pupils, were used as subjects for the experiment.

The bases for equating the groups were scores on standardized tests in (*a*) intelligence, and (*b*) the school subject being studied by the class. The effect of the experimental factor was determined by comparing the average gain in score made by experimental and control pupils on objective tests for each unit of subject matter studied. Each test was given to its appropriate group just before the study of a unit was begun and just after it was completed. In no case was the average gain in favor of a control group. In one instance the two groups made identical average gains. In six out of the seven other cases the difference in favor of the experimental group was statistically highly significant, the chances ranging from 8,708 to 9,999 in 10,000 that the true difference was greater than zero.

The pupils experimented with were rather widely representative of the social, economic, and intellectual advantages that would be found in a school of unselected pupils. In one case the pupils were decidedly above average in intelligence and in economic and social background. In another situation the pupils, for the most part children of foreign-born parents, were typical in their range of intelligence but probably at a disadvantage in social and economic background. In still another situation they were in every respect typical of the students of a large cosmopolitan high school. These facts suggest that the statistically significant differences are explicable on the basis of the general representativeness of the groups. It seems reasonable to conclude that these differences, which were secured with small numbers of pupils typical of grade enrollments, are highly dependable for educational practice.

The experiment provides evidence that outlining is one of the most fundamental processes in the study of content subjects. The following subjects were included in the experiment: geography, American history, and ancient history. The investigation suggests that perhaps one can become so adept at outlining that he can study any material by this method just as quickly as he did previously by some conventional method. Where the time for mastering the materials was the same for both the experimental and the control group, the achievement of the experimental group was from 50 to 80 per cent more than that of the control group. From the administrative standpoint, the experiment suggests the wisdom of making specific

* By William Alexander Barton, Jr., Ph.D. Teachers College, Columbia University, Contributions to Education, No. 411.

provision for classroom practice in developing skill in study. By the use of exercises like those devised for this experiment it would be possible for a teacher, with the least delay, to put her classes through the study techniques which the exercises employ.

The experiment does not indicate that outlining is an unfailing remedy for every deficient study habit, but it does provide convincing evidence that the outline, when made by the student himself and on his own initiative, is an outstandingly efficient instrument for acquiring detailed, organized, and significant knowledge.

A PERSONNEL STUDY OF DEANS OF GIRLS IN HIGH SCHOOLS*

PRINCIPALS, deans in service, and students preparing for the position of dean of girls in high schools have made many inquiries concerning the status and function of a dean of girls—her training, duties, relationship with other members of the staff and with agencies outside of the school, salary, teaching load, professional satisfactions, and problems.

In order to answer these questions, data were obtained from one hundred deans selected to represent "best" practice, judged by certain objective standards set up, rather than "average" practice in various parts of the United States. It was thought that this group of experienced women, 95 per cent of whom held a bachelor's degree, and 38 per cent a master's degree, should be able to furnish information of value concerning the position of dean of girls as it has developed in response to present educational needs.

FINDINGS

1. *Prevalence of deans of girls.* Studies of seven states show that from 32 to 63 per cent of the principals of schools enrolling more than 150 pupils reported having a woman officially appointed as dean or adviser of girls. Judging from these seven states it seems that this position is not established in high schools to the extent that it is established in colleges, universities, and normal schools. There are, therefore, greater possibilities for expansion in this field than on the higher educational levels.

2. *Rank.* Approximately three-fourths of the hundred selected deans hold the rank of assistant principal. Such a status seems a logical one for the person who must supervise various phases of the school life for all the girls in the school, and, in many cases, for the boys also.

3. *Method of appointment.* The present tendency is to promote to the position of dean, teachers in the school who are already active in incidental advisory work. Seventy-five per cent of the deans studied were appointed in this manner. In other cases the principal sought a person outside his school who had special training and aptitude for the work.

4. *Teaching experience.* All but three of the hundred deans had had some teaching experience either in high school or in elementary school. As in the case of higher institutions, the dean of girls

* By Sarah M. Sturtevant, A.M., and Ruth Strang, Ph.D. Teachers College, Columbia University, Contributions to Education, No. 393.

in high school had had teaching experience before she became a dean.

5. *Salary.* The annual salary of these deans ranges from $1,480 to $5,688. The median salary is $2,588. Half of these deans receive between $2,218 and $3,200. There is little difference in the average salary of deans on the different educational levels.

6. *Duties.* Details regarding the duties of deans cannot be given in this digest, but the main phases of their work may be indicated:

a. Work with individuals, which includes interviewing pupils concerning personal problems, discovering and following up cases of maladjustment, and pursuing a systematic plan of educational and vocational guidance when no expert is available to do this work.

b. Work with groups, which includes attending social events and meetings of extra-curricular organizations, conferring with committees of pupils and with officers and sponsors of clubs, initiating new activities to meet the needs of different groups, and addressing or securing speakers to address groups of girls.

c. General supervision of the physical and social aspects of the school environment.

d. Assisting principal and faculty in the making of academic policies.

e. Extending her influence and creating good will through informal contacts with pupils, teachers, parents, and visitors.

f. The routine work of the office itself.

g. Individual study and professional contacts.

Two outstanding features of the work of these one hundred deans were the wide variation in the amount of time spent on different duties (as indicated by the detailed daily schedules of their activities kept by some of the deans) and the marked coöperation with principal, teachers, outside organizations, and parents, in the performance of practically all of their major functions.

TEACHERS COLLEGE *in the* NEWS

COMPILED BY CLYDE R. MILLER

DIRECTOR, BUREAU OF EDUCATIONAL SERVICE

"Teachers College, as an institution, holds no position, advocates no theory of education. It selects its faculty and, as every such institution must, permits each member untrammeled to present whatever his reflections and his researches lead him to believe."

Shall Intelligence Tests Be Used In Grouping Elementary School Pupils?

The editor of *The Daily News* of Passaic, N. J., finds food for thought in Professor Reynolds' report on the new methods of grouping in use in Horace Mann School:

We have before us a copy of *The Teachers College Bulletin* (twenty-second series, No. 1) containing the annual report of Dean William F. Russell, and, attached thereto, the annual report to Dean Russell of Rollo G. Reynolds, principal of Horace Mann School, dated June 30 last.

A reading of Principal Reynolds' report indicates that the formal classification or segregation of the students in the elementary school in accordance with results of intelligence tests has been discontinued. This is what Principal Reynolds says on this subject:

"The grouping of our children, mostly on the basis of abstract mental ability as measured by the intelligence quotient, seemed to us to have distinctly bad effects. Intellectual snobbery on the part of the children, a competitive spirit on the part of the teachers, and pressure on the part of some parents were a few of the by-products of the so-called 'homogeneous grouping' of children. Dr. McGaughy's findings on specific abilities of children as contrasted with general abilities, assumed in homogeneous grouping, gave us confidence in our determination to change. It seemed to us that 'slow,' 'normal,' and 'advanced' grouping of children was unfair, and that such segregation was based upon tests which, at their best, measure only a small segment of the whole child.

"During the past year, therefore, we have so classified our children that we have in each grade a small group (we emphasized the desirability of smallness) comprised of children who have difficulties and disabilities of various sorts, and two other groups of equal abilities. It is of interest to know that the proportion of high I. Q.'s in the small groups is as great as that in the other two groups. Lack of ability to read, lack of mastery in the fundamental processes of arithmetic, lack of emotional stability, unfortunate home conditions, and many other influences make the small-group children unable to compete in the grade with the others. These small groups were put into the hands of expert teachers and the histories of the children were made available to them. After a year the results of this new method of grouping have surpassed our expectations. The evil by-products of homogeneous grouping have disappeared and it has been possible in the small groups to remedy, in the case of fifty per cent of the children, those defects which prevented their normal growth in school. This experiment, if it continues to prove successful, will demonstrate a procedure which may well be followed by other schools."

We cannot see that there ever was any justification for the "homogeneous grouping" of children into "slow," "normal," and "advanced" classes. Such grouping we should consider impracticable from any point of view. But it is important to point out that what Horace Mann has dropped is not the intelligence tests, or the use of the information gained by such

tests in the proper use of the statistics of intelligence quotients (I. Q.'s) but the formal classification of the pupils themselves in groups, which must be open to very many objections. The surprising thing to us is that Horace Mann ever tried grouping. The present methods in use at Horace Mann seem to us much more sensible.

This brings us to another phase of the matter. In his report, immediately following the portion quoted above, principal Reynolds says further:

"We were able to maintain this year three full-time remedial workers. The theory behind this department is that children in their mental equipment, as in their physical make-up, sometimes have deficiencies and defects which, when diagnosed, can be treated and ultimately remedied. These deficiencies, often slight in themselves, affect the whole educational progress of some children. The remedial staff, with the closest coöperation of the psychological department and the classroom teachers, has, during the year, worked with 101 children. Each child has been treated as an individual and unusual results have been obtained. Gains from seven-tenths of a year's achievement to three years' achievement have been secured. To my mind, the remedial program is an example of what can be done with children when considered as individuals. They are treated in educational growth as a good physician would treat their physical growth and welfare. Our only regret is that we shall have to curtail this important type of work next year."

This is excellent, and it would be well indeed if Passaic and other cities could afford to follow this example. But we can't, and this is why:

Horace Mann School enrolled for the year under discussion (ending June 30, 1930) only 762 pupils, sixty in the kindergarten, 423 in the elementary school, and 279 in the high school.

It is not clear whether the three remedial teachers are for the 423 pupils in the elementary school only, or for all of the 702 above the kindergarten. The text of the report does not indicate, except that the reference is under the subhead "Elementary School." But suppose these three teachers, in addition to the regular staff, employed to do the remedial work were for all of the 702 pupils above the kindergarten. Were Passaic to attempt to provide three remedial teachers for every 700 children above the kindergarten, it would become necessary to employ 48 such additional teachers. This would be splendid for the children, of course, and some day we may come to it, but for the present such a thing naturally is out of the question.

There is much food for thought and discussion in this suggestion, and we therefore direct attention to Horace Mann's practice in this respect.

Professor E. L. Thorndike Applies Measuring Rod to Psychology and Makes Four Prophecies

In a signed article in the *Buffalo Times*, Professor Thorndike writes:

The advance in psychology during the past half century has been produced in the main not by a few dramatic discoveries, but by the gradual accumulation of facts and development of principles. James and Wundt, for example, were the two most eminent psychologists of the period, but there is no great discovery associated with either. The two most widely advertised achievements are Binet's test of intelligence and Freud's use of psycho-analysis. The former is best thought of as one important product of a long series of investigations of the measurement of individual differences. The actual contribution made by the latter to the advancement of knowledge is still a matter of doubt.

So our tale of the progress of psychology will be by general changes rather than specific events.

The psychology of fifty years ago busied itself largely in naming and defining mental powers, such as perception, attention, memory, and will, and mental states or states of consciousness, such as belief, consent, deliberation, distraction

or effort, and mental disorders, such as agoraphobia, delusional insanity, kleptomania, and melancholia. Psychology today still seeks to name and describe and define, but does not stop there. Its main business is to learn how mental facts develop and what causes them.

The explanations of fifty years ago were of two sorts, by mystical powers or faculties of the mind or soul, or by activities in certain spots or "centers" in the brain, these spots or centers being connected by nerve fibers with the organs of sense on the one hand and the organs of speech and movement on the other.

Explanations of the first sort are now discarded. The mind is known not to be a firm composed of Messrs. Sensation, Perception, Attention, Apperception, Association, Memory, Abstraction, Conception, Judgment, Reasoning, Instinct, etc., which act as genii to produce our thoughts and feelings and acts. Nor is it a mysterious machine with parts corresponding to these names. We regard the mind of a man or an animal as its connection-system, the sum total of all the tendencies whereby he adapts his behavior to the circumstances and events of life, whereby he responds as he does to the situations which he confronts from moment to moment. We ask how connections are formed, retained, strengthened, and weakened. We find the answer in such forces as the frequency of occurrence of the connection, the intensity or impressiveness of the situation, and the satisfying or annoying consequence of the connection. Explanations of the second sort are replaced by hypotheses consistent with our present knowledge of the brain as an almost indescribably complicated organization of some three thousand million units, the nerve-cells of neurones, each of which may itself be a fairly complicated instrument. Each of them is sensitive to what happens at certain points on its surface, is active and can modify other neurones by its actions. The "centers," say of vision and hearing, are simply certain places where neurones or parts of neurones especially important for vision or hearing are located. The fibers are simply groups of parts of neurones which have for part of their extent a similar course, like the wires collected in a telephone cable.

Anatomists, physiologists, psychologists and pathologists have labored diligently to explore the topography of these billions of neurones and to study their action in health and disease—how stimulation at one point is distributed to many, how stimulations at many points can converge upon one, how activity of certain neurones can reinforce or inhibit the action of others, how a function which ordinarily is performed by neurones *a*, *b*, and *c* may be taken over by neurones *x*, *y*, and *z*.

The mind used to be thought of as distinct from and contrasted with the body, influencing it and being influenced by it somewhat as the body in turn influences and is influenced by foods, tools, and the rest of its environment. We have learned that the facts of physiology and of psychology are separated by no gap or wall. We study the effects of caffein, strychnine and other drugs on the mind; we know that the thyroid and pituitary and adrenal and other glands influence the mind as truly as ideas do. We study the workings of the mind by observing blood pressure or the galvanic reflex, as well as the words a man utters.

Fifty years ago, the progressive party in psychology had faith that the mind of man as well as his body was a product of evolution, and related to the minds of the lower animals. But they could not justify this faith. The commonest defense of it was by anecdotes of rare performances suggestive of human thought, memory, and reasoning, most of which were misinterpreted. The conservative party retained the belief that animals had instinct and man had intelligence. What instinct was and what intelligence was, nobody could say.

All that has been changed by painstaking observations of just what animals do and just how they learn.

All mammals can learn. Their learning consists essentially of a process of association, of keeping together in the mind certain things which have gone together, and whose connection has brought satisfaction to the animal. Man so learns also. Indeed, in early infancy his intellect acts substantially as does that of the

cat or dog. But he learns many more things and in a few years acquires an enormous fund of connections which produces the appearance of a radically different type of mind. The monkeys and higher anthropoids represent, in this respect, a half-way stage between mammals in general and man. We may say that among the minds of animals that of man rules not as a demigod from another sphere, but as a scion from the same stock.

Fifty years ago there was widespread belief in the existence of a pattern human mind. In idiots and imbeciles this pattern mind was for one reason or another defective; it suffered diseases and perversions in the insane; it assumed various ideas, attitudes, and habits in accordance with education; it weakened or mutated in certain races—and in the female sex! But it was fundamental, and divergencies from it were secondary. Francis Galton was then almost alone in giving serious attention to the individual differences in normal minds.

We now know that individuals of the same sex, age, and race show important variations, quite apart from such extreme ones as idiocy or insanity. In any feature of intellect, character, temperament, or skill, individual differences are so great as to be a prime factor in education, industry, government, or any other branch of human management. They are also usually continuous. From the Aristotles and Newtons to the idiots every gradation is found. Between Nero and St. Francis there is a series varying by imperceptible steps. Truthful description and wise treatment of human nature cannot be secured by classifying persons into a few types; we must measure them along continuous scales.

The construction of instruments and tests by means of which the status of an individual in respect to this, that, and the other ability or tendency may be measured was a logical consequence of insight into the universality, magnitude, and continuity of mental variations. There have been many inadequacies and some absurdities in such mental tests, but on the whole, substantial progress has been made. For example, any physician or teacher or social worker can, by using psychological tests, now get a more accurate and useful measure of the general intellectual ability of a boy than the best judge of intellect in the world could have got fifty years ago.

As means for measuring the abilities and proclivities of individual minds accumulated, psychology had new means for studying the problems of mental organization, of the interdependencies of one ability or tendency upon others. General observation unaided by measurement is likely to err seriously in estimating such interdependencies or correlations, because the exceptional is likely to attract undue attention. Contrary to many common opinions, psychological investigations of the past thirty years have uniformly found that correlation, not antagonism, exists amongst mental abilities. Superiority in any one is a sign of superiority in others. Nature does not compensate for inferior sense powers by superior memory, nor subtract from mental health and balance when it adds to intellect.

The pattern mind of the earlier psychologists was modelled after their own, and so was far more rational, consistent, and integrated than the average of actual human minds is now found to be. They often show spots or areas of irrationability, perversity and disintegration. The work of Janet, Freud, Morton Prince and others has shown that many minds contain areas which are almost entirely dissociated from control by the regular mental life of the person. When a segment of a person thus loses contact with his total interests and operates to satisfy its own cravings regardless of these total interests, serious trouble may result. The reinstatement of the loose segment into proper relation with the total mind (by psycho-analysis or other means) may cure the trouble.

Mental and nervous diseases in general are beginning to be understood instead of merely catalogued. Their contributory causes include not only bodily strains and poisons, as from abscessed teeth, but also mental poisons and strains, as from perverse habits of thought, feeling, and action, often dating back to early childhood. There is doubtless often a constitutional

mental weakness which coöperates with these, but its nature remains undiscovered.

The only important applications of psychology fifty years ago were to education. Any curious reader can learn what these were by examining Alexander Bain's "Education as a Science," which applied the psychology of its day (1878) fairly and fully. Psychologists are now regularly employed by many school systems, welfare organizations, and institutions for the feeble-minded and insane, and by some factories, business houses, and experts in advertising. The type used in your telephone book was chosen partly as a result of experiments made by a psychologist. The name of your favorite soap or cigarette may have been chosen by the edict of a psychologist.

The applications to education, which came first, are still by far the most extensive and important. The method by which your child is taught to read in a progressive city will show traces of the investigations of Dodge, Dearborn, Judd, Buswell, Gates and others. His textbooks in arithmetic and spelling will be based on psychology, directly or indirectly. The "new-type" examinations which he takes are patterned after psychological tests. If he seeks entrance to certain colleges, he will be required to take an intelligence examination (sometimes called a "scholastic aptitude" test to save the parents' feelings) prepared by psychologists. When in senior year he seeks advice about what profession to enter, he may be asked a long series of questions about likes, dislikes, interests, etc., devised by psychologists.

Prophecy about certain features of the psychology of the future is reasonably safe. We shall almost certainly extend and refine our accumulation of facts. Having learned that response to color is a function of only the rods in the retina, we shall go on to discover what the rods do in response to blue or red that they do not do in response to yellow. Having learned that sex feelings and behavior are not due to a simple edict announced at puberty in the form of an attraction of one sort of anatomy for another, but begin long before then and are multiform in their attachments, we shall go on to observe the natural history of food preferences, plays and skills, fears and anxieties, homesickness, and all the satisfactions and cravings natural to man.

Having begun to inventory intellectual abilities and scan their relations one to another we shall not rest until we know the constituents of every kind of talent and the result of every important combination of constituents. We shall, in the meantime, be searching for the elemental facts in inherited or acquired nature to which these constituents correspond and by which they are caused. For example, we know that ability with words, ability with numbers, ability with space relations, and ability with musical relations are in part identical, in part overlapping, and in part diverse. But we have yet to learn what any one of the identical constituents is and what is its fundamental cause.

Having learned that alcohol in general depresses and interferes with intellectual activity, making one feel bright rather than be bright, that caffein, strychnine, adrenalin, etc., etc., do so and so, we shall doubtless continue to survey the mental action of all sorts of substances fed to the brain by the blood stream, including granular extracts of every sort and the poisons produced by various infections and diseases.

Having investigated the learning of typewriting, reading, arithmetic, etc., we shall doubtless scrutinize and analyze the learning process wherever it occurs.

An interesting suggestion, which I owe to Dr. L. S. Hollingworth, is that in the near future the theories of the causation of nervous and mental disease will be subjected to tests with animals.

All such extensions and reinforcements of knowledge will be instructive and useful, but they will be most so by certain specially vivifying facts (like the Roentgen rays, or radio-activity) or insights (like those of Newton and Darwin). If we free able men and women to study mental life and learning, we may be sure that such facts and insights will accrue and that the return to mankind in general in health and happiness

will be a thousandfold, but we can only hazard prophecies of what they will be. I will hazard four.

The first is that minds will be discovered to be highly specific in their hereditary equipment; that is, limited to certain sorts of data or content. Two illustrations will help make clear what I mean. A gull that will see its prey far better than you can, and swoop down upon it in air or water with uncanny skill, will be utterly helpless if you take the prey it is eagerly watching and put it under a piece of seaweed. If a thousand gulls watched you do that a thousand times, probably not once in the million chances would the food be touched. Cats and monkeys adapt their behavior rather successfully to seen locations in space. Let them see you put food under a box in a defined location, and they will keep that spot in mind perhaps better than you do. But their adaptations to number are relatively very weak. If they see you put six pieces under the box and you surreptitiously subtract four, they will not be disturbed at finding only two.

My second prophecy is that along with and in spite of this specificness in mental equipment, there will be found great uniformity and simplicity in the processes of learning. Indeed, I venture to prophesy that the fundamental laws of behavior and of learning will, within fifty years, be found to be the same in animals and in men, in young and in old, in the genius and the idiot, in the sane and the insane.

My third prophecy is that experimentation in the dynamics of mind will shift from repetition to reward and that we shall learn just when and how satisfying outcomes of mental connections strengthen them for the future, and just when and how annoying outcomes weaken them. Such knowledge should produce great economies in education and industry and clear up the present extreme confusion concerning the use of punishment.

My fourth prophecy is that only slight and occasional improvement of mentality will be attained through the administration of drugs or glandular extracts, or through any magic, white or black, done by hypnotism, suggestion, or mental inoculation of the unconscious mind. Except for the slow process of breeding from the better strains, we shall improve ourselves by getting better ideas and better habits, adapting our lives to reality rather than superstition and day dreams, learning to get pleasure from those activities which make for the general welfare, and deriving support and courage from communion with the power in the universe that works for good.

COLLEGE & ALUMNI NOTES

COLLEGE NOTES

DEPARTMENT OF SUPERINTENDENCE MEETING

During the meeting of the Department of Superintendence of the National Education Association at Detroit, in February, the Bureau of Educational Service and the Secretary of Teachers College will have offices in Parlor B, Ballroom Floor, Book-Cadillac Hotel.

TEACHERS COLLEGE DINNER

The annual Teachers College Dinner, held on the occasion of the meeting of the Department of Superintendence of the National Education Association, will take place Wednesday, February 25, in the ballroom of the Book-Cadillac Hotel at Detroit. Tickets for the dinner may be had for three dollars each by writing to Professor George D. Strayer of Teachers College. No tickets will be mailed after February 15, but any tickets remaining unsold at the time of the convention will be placed on sale in the offices of the Bureau of Educational Service in Parlor B, Ballroom Floor, Book-Cadillac Hotel, Detroit.

EDUCATIONAL ADMINISTRATION

Professor Carter Alexander is to present a paper on, "A Superintendent's Minimum Professional Library" before the Educational Administration section of the National Society of College Teachers of Education meeting to be held Tuesday, February 24, at Detroit.

Professor George D. Strayer will spend February 27 at the State Normal School in Fredonia, N. Y., where he will speak to the student body in morning assembly. He will address the faculty of the Normal School in the afternoon.

Professor Strayer will attend the meeting of the Department of Superintendence of the National Education Association, to be held in Detroit, February 22 to 26. He will speak Wednesday afternoon, February 25, before the joint meeting of the Department of Rural Education and the Section of County Superintendents. His topic will be "The Mutual Responsibility of Urban and Rural People for the Education of All the Children of the State."

Professor Strayer attended the meeting of the Cleveland Conference, held in Chicago Friday, December 19.

Copies of the Panama Canal Zone Survey have been mailed to those who participated in this work. Other copies may be secured at a cost of $2.50 each by writing to Mr. A. L. Flint, Chief of

Office, The Panama Canal, Washington, D. C.

Mr. Walter M. Wallack has been promoted to the position of Director of the Industrial Schools (l'Ensignment Professional), Service Technique, Port au Prince, Haiti.

The dissertation of Dr. Ray L. Hamon—"Utilization of College Instruction Rooms"—has been printed at George Peabody College, Nashville, Tenn. It may be secured by writing to Dr. Hamon who is associate professor of education at George Peabody College.

Mr. Paul D. Collier, formerly superintendent of schools at Simsbury, Conn., has begun his new work as Senior Supervisor of Secondary Education in the State of Connecticut. This involves inspection, survey, supervision, etc.

Mr. W. M. Land, who took graduate work in major courses in educational administration several years ago, is now holding the position of assistant supervising principal of the Lyndhurst, N. J. Public Schools.

On Tuesday evening, December 30, Professors Strayer, Engelhardt, Alexander, and Norton presented the final report of the school survey of Watertown, Mass., to the School Committee of that town. The report included: (1) a study of the classification and progress of school children in all departments with suggestions for the improvement of the classification of the children in the school system; (2) a study of the administration of schools; (3) a study of the present educational organization together with recommendations with respect to any needed reorganization of the school system; (4) a complete survey of the present school buildings; (5) a school building program including a study of trends of population together with estimates of the need for school buildings during the period of the next fifteen years, recommendations with respect to the use of the buildings already erected and the general location of new buildings to be constructed; and (6) an analysis of the present school costs, the ability of the community to support the schools as at present organized, and the additional costs involved in any reorganization and on account of the building program, related to the ability of the community to finance the program.

The Division of Field Studies is undertaking the survey of the schools of Fort Worth, Tex. Reports will be made on the following phases of the educational work of that city: (1) a study of the present administration and organization of the schools, together with recommendations with respect to any needed reorganization of the school system; (2) a study of the supervision of instruction in the schools, with recommendations for the improvement of this service; (3) a complete survey of the present school buildings; (4) a school building program, to include a study of trends of population together with estimates of the need for school buildings during the period of the next fifteen years, and recommendations with respect to the use of the buildings already erected, and the general location of new buildings to be constructed; (5) an analysis of the present school costs, the ability of the community to support the schools as at present organized, and the additional

costs involved in any reorganization and on account of the building program, related to the ability of the community to finance the program; (6) a study of the business administration of the school system; (7) a study of the classification and progress of school children in all departments with suggestions for the improvement of the classification of children in the system and the adaptation of the schools to the needs of individual boys and girls; (8) a study of the educational offerings of the school system, with recommendations regarding courses of study and curriculum; and (9) a study of special services offered by the schools, to include health and dental service, attendance service, statistical and other research services, and the like. The field work will be done in January and February. Members of the second major course for superintendents of schools will participate, together with a number of members of the department staff. Professor Strayer will direct the study with Professor Engelhardt as associate director.

President Crozier of the Department of Superintendence has appointed Professor N. L. Engelhardt a member of the committee on the 1933 Yearbook—*Leadership in Education.*

ELEMENTARY EDUCATION

Professor Edwin H. Reeder attended the conference of the state and county supervisors of rural schools of the southern states December 15 and 16, at Hot Springs, Ark. The conference was called by United States Commissioner Cooper. Professor Reeder discussed the problem of teaching children to study.

Professor Reeder attended the National Council of Geography Teachers meeting at Worcester, Mass., December 26 and 27, and discussed the problem "Next Steps in the Teaching of Elementary School Geography." On December 30 and 31 he attended the meeting of the Pennsylvania State Education Association at Williamsport, addressing several of the meetings on some of the problems of elementary education.

Professor J. R. McGaughy was one of the speakers following the first Annual Banquet of the newly organized New York State Association of Elementary Principals at Syracuse, N. Y., Monday evening, January 29.

ENGLISH

Professor Allan Abbott spoke November 18 before the Philalethian Society at the New Jersey College for Women, New Brunswick, N. J. His topic was "Some Modern Poets."

Miss Helen E. Diller, who has been teaching in the English department of Teachers College since 1914, will retire in February. She plans to spend the winters in South Carolina, doing some work in the field of adult education.

Miss Diller has always been interested in the educated foreigners in Columbia University, and started the classes in Extension in English fifteen years ago, and those in Teachers College somewhat later, giving for several years courses in methods of teaching English to foreigners. Miss Diller is writing a textbook of English for adults, which will be published in the near future.

FRENCH

At the New England Modern Language Association meeting, held at New Haven, Conn., December 6, Professor Albert L. Cru spoke on "La Provence Pittoresque." He spoke January 20, before The French Institute in the United States, New York City.

During the Spring Session, twenty-four Teachers College graduate students will take advantage of the coöperative plan of study with the University of Paris. The group sailed from New York January 24 on the *S.S. Homeric*, via the Mediterranean, and will visit Madeira, Casablanca (Morocco), Cadiz and Seville (Spain), Gibraltar, and Algiers. The group will land at Naples and proceed to Paris by train, with stop-over privileges at Rome, Genoa, Nice, and Avignon. Again this year Professor Felix Saulière will be in charge of the group in France and will supervise the work at the Sorbonne. An interesting article on the activities of the Teachers College group in Paris during the past summer appeared in the summer number of the *Foreign Study Notes*.

GUIDANCE AND PERSONNEL

Dr. Harry D. Kitson has just completed a talking picture on "Choosing a Vocation" which is part of the film library of Electrical Research Products Incorporated, and is to be used in carrying on vocational guidance in schools.

Dr. Kitson gave an address January 12 under the auspices of the Association for Personality Training and of the New York University School of Retailing. His subject was "How to Promote the Interest of Employees in Their Jobs."

HEALTH AND PHYSICAL EDUCATION

Dr. Jesse Feiring Williams was elected vice president of the American Physical Education Association at the meetings held at the Hotel Astor, New York City, during the Christmas holidays. Professor Williams outlined "Future Projects for Study by the Society of Directors of Physical Education in Colleges," at the banquet of the Society, which was held Tuesday, December 30.

On December 13 Dr. Williams addressed the Pennsylvania State Physical Education Association on "The Meaning of Health" and "Some Problems Facing Physical Education To-day."

Professor C. L. Brownell gave a talk on "Upon What Bases Should Colleges Be Asked to Give Entrance Credit for Secondary School Programs of Physical Education?" at the annual meeting of the Society of Directors of Physical Education in Colleges, December 30.

As chairman of the Revision Committee of the Constitution and By-laws of the American Physical Education Association, Professor Brownell submitted the report of the committee at the meeting of that organization, December 29. The revised Constitution has been accepted.

Dr. Thomas D. Wood recently appointed Professor Brownell chairman of a committee to revise the charts and posters of the Joint Health Committee of the American Medical Association and the National Education Association.

Mr. William L. Hughes gave an address entitled "Problems in Intercollegiate Athletic Administration in a Modern

Program of Physical Education" before the National Society of Directors of Physical Education in Colleges on December 30. Mr. Hughes was appointed chairman of a committee to study administrative relationships of physical education in colleges.

HIGHER EDUCATION

While Professor Clarence Linton, secretary of Teachers College, and Mr. Habib Kurani, registrar of the American University of Beirut, Syria, a candidate for the doctorate in Teachers College, were making a 4,200 mile automobile trip through the southern states during the month of December, they spoke to assemblies or to classes at the State Teachers College at Farmville, Va.; North Carolina College for Women, Greensboro, N. C.; Asheville Normal, Asheville, N. C.; and Georgia State College for Women, Milledgeville, Ga., and were guests at luncheons given by former Teachers College students in several other institutions.

Among other institutions visited were Lafayette College, Lehigh University, Pennsylvania State College, Gettysburg College, Hood College, Washington and Lee University, University of Virginia, University of North Carolina, Duke University, University of Tennessee, Vanderbilt University, George Peabody College for Teachers, Fisk University, State College of Florence, Alabama, Tuskegee Institute, Mercer University, Georgia Wesleyan College for Women, Georgia Institute of Technology, Agnes Scott College, Emory University, Atlanta University, University of Georgia, Hampton Institute, College of William and Mary, and the University of Richmond.

Professor F. B. O'Rear and Visiting Professor T. E. Benner attended the meetings of the Association of American Colleges in Indianapolis, January 21 to 23.

The January issue of the *Teachers College Bulletin on Higher Education* contains, in addition to the usual bibliographical material, an article by Dr. Robert L. Kelly, executive secretary of the Association of American Colleges and lecturer in Higher Education at Teachers College. The title of Dr. Kelly's article is "The Future of the Liberal Arts College."

The preliminary announcement of courses in Higher Education for executives, technicians and instructors in universities, professional schools, and colleges for the Summer Session of 1931, July 6 to August 14, is now being distributed. Copies of this announcement may be secured by writing to the Secretary of Teachers College, 525 West 120th Street, New York City. Copies of the Columbia University Bulletin of Information for the Summer Session of 1931, giving complete information concerning all courses to be offered, may be obtained from the Secretary of Columbia University, New York City.

HOUSEHOLD ARTS

Professor Benjamin R. Andrews will give two graduate courses in the Summer School of Oregon Agricultural College, Corvallis, Ore., June 22 to July 31. His own courses at Teachers College will be given by Dr. Chase Going Woodhouse of the faculty of the North Carolina College for Women, Greensboro, N. C., and director of the National Institute

for Business and Professional Women at Greensboro.

The following texts in home economics are being published this month in the Lippincott Home Economics Series under the editorship of Professor Andrews: *Food and Family* by Grace M. Reeves of the Horace Mann School (which also appears in a combined junior high school text, *A Girl's Problems in Home Economics—Clothing, House, Food, Family*) in collaboration with Professor Mabel Trilling, of the University of Pittsburgh, and Miss Florence Williams, late of Chicago University; *"Clothing for High School Girls,"* by Professor Laura Baldt of Teachers College, with whom Miss Helen Harkness of Paterson (N. J.) Central High School has collaborated; and *Food and Nutrition*; a senior high school text by Professor Lanman and Miss McKay of the University of Ohio and Professor Zuill of the University of Iowa.

In response to many inquiries as to whether the department of Household Economics will offer a field study course in Europe in 1931, Professor Andrews has sent out a circular letter calling the attention of graduate home economics students to the opportunity for studying home economics education abroad in the three field-study courses offered in Germany, in France, and in Russia in 1931 under the International Institute, Teachers College. For further information regarding these trips address Dr. Thomas Alexander, Teachers College, Columbia University, New York City.

Dr. Edith Elmer Wood, Summer Session instructor in household economics, 1925, will attend the International Housing Conference in Berlin, June 1-6, and will direct an American party of delegates who, before and after the Conference, will study housing in Europe.

Dr. Emma A. Winslow, formerly of the Teachers College staff, and recently of the President's Crime Commission, is research director for the New Jersey Commission on Old Age Pensions.

MUSIC

Two hundred and fifty present and former Teachers College music students sat down at the Christmas banquet held in the Teachers College cafeteria December 17. The program of events began with a tea and reception at 5 P.M. From then until 9:30, when the banquet started, there was a succession of presentations prepared by various classes: the evolution of the French carol, by the class in history of music; a German Christmas, by the instrumental classes; The Awakening of the Christmas Toys, by the class in primary methods; Christmas as a culmination of various festivals of light, by the high school methods class; Clokey's "When the Christ Child Came," by the class in musical art; the scene of the shepherds and the manger from the Coventry Nativity Play, by the class in advanced problems; the singing of the Halleluiah Chorus and The Heavens are Telling, by the entire assembly; Why the Chimes Rang, by the class in junior high school methods; dramatization of Elgar's Wand of Youth Suite, by the class in teaching music appreciation; and the dramatization of The Twelve Days of Christmas, by the class in intermediate grade methods.

During the banquet there were singing of carols and a visit from Santa Claus.

The students who were in charge of the evening were Stephen Morrisett, general chairman; Helen Dvorak, assistant chairman; Roberta Crawford, banquet chairman; and Alton O'Steen, assistant banquet chairman.

The Teachers College Christmas celebration filled the major part of the last week before the holidays and included daily programs in the halls, the cafeteria, and around the Christmas tree in Russell Court.

The Phi Mu Alpha Sinfonia Fraternity held an initiation and also a conference meeting with Percy Grainger. The group is planning a public meeting in the spring at which Mr. Grainger will direct several ensembles playing according to his ideas of increased participation in instrumental music.

Sigma Alpha Iota, the women's musical sorority, gave a public program December 1.

During the Christmas holidays Mr. Kenneth F. Damon attended a speech conference in Chicago; Professor N. L. Church and Professor P. W. Dykema attended the joint meeting of Sinfonia Fraternity and the Music Teachers National Association in St. Louis. Professor Dykema presented a paper on "Music and the New Problem of Leisure." During November he spoke at Marywood College and at the State Normal School in Montclair, N. J.

Accompanied by Mrs. Dykema and the two younger children, Helen and Peter, Professor Dykema left January 29 for a seven months' sojourn in Europe. He will give special attention to music education in France and Germany.

SECONDARY EDUCATION

In each of the courses of study recently issued by the State of Oklahoma the introduction contains the Special Functions of Secondary Education which were proposed by Professor Thomas H. Briggs. These originally appeared in the *Seventh Yearbook of the Department of Superintendence.*

Professor Briggs spent a part of the examination intermission in holding a series of conferences and speaking at the State Teachers Colleges of Oklahoma.

Professor and Mrs. Briggs entertained the faculty and about sixty members of the department at their home in Yonkers. Professor Briggs delighted the group with a reading of "How Come Christmas?" by Roark Bradford.

Professor E. K. Fretwell spoke at the York-Cumberland annual educational meeting at Portland, Me., January 9, on "Guidance in the Extra-Curricular Program in High Schools" and on "Practicing Citizenship in the Public Schools." He spoke January 15 on "Education for Leisure Time Activities" at a teachers meeting at Coatesville, Pa., and January 24, at the teachers meeting at Doylestown, Pa. Professor Fretwell spent January 29, 30, and 31 in Connellsville, Pa., continuing work begun last year in conference with the high school teachers.

Professor Fretwell and the students in the major class, Education 235M, recently visited the Julia Richman High School, New York City, and the Columbia High School, South Orange, N. J., to study the organization and administration of extra-curricular activities in these two schools.

A monograph by Professor Percival M. Symonds entitled *Tests and Interest Questionnaires in the Guidance of High School Boys* has been published recently by the Bureau of Publications, Teachers College.

Professor Symonds attended the meetings of the American Psychological Association in Iowa City, Iowa, December 29 to 31, 1930. At one of the meetings he read a paper entitled "The Relationship between School Marks, Achievement, Conduct, and Intelligence," which he had prepared in collaboration with Mr. C. E. Jackson of the Pingry School, Elizabeth, N. J.

"Real Topics for Writing and Speaking" is the title of an article contributed by Professor Symonds to the December 1930 issue of *School Review*.

Professor Grayson N. Kefauver spoke before the Associated Academic Principals of New York State at their annual meeting at Syracuse, December 21, on "The Administration of Guidance in the Secondary School."

Professor Kefauver recently visited Bridgeport, Conn., Springfield, Mass., Detroit, Mich., Joliet, Ill., Indianapolis, Ind., and Milwaukee, Wis., in connection with his work on the National Survey of Secondary Education.

Professor Maxie N. Woodring is giving a series of lectures in "Directing Study" at the Junior High School of Bayonne, N. J.

Two Thursday Afternoon Informals and a trip to the Stock Exchange were arranged in December by the program committee for students in the department. Professor Peter W. Dykema of the department of Music Education, aided by his portable phonograph, and by students who represented themes "A", "B", and "C", presented an interesting and instructive lecture on "Form in Music" at the first Informal. The laboratory was decorated with pine boughs, mistletoe, and red lights for the second Informal, a Christmas party. The spirit of Christmas was further manifested by group-singing of Christmas Carols, solos by Mr. E. H. Hartzell, a member of the major class, and a delightful reading of Bret Harte's "How Santa Claus Came to Simpson's Bar" by Mr. E. W. Jacobsen, instructor in the department. Refreshments were furnished by Mrs. John Coulbourn, wife of the president of the Secondary Club.

Students in the department, under the direction of Professor Fretwell and Mr. Jacobsen visited the Stock Exchange on December 5. Preceding the visit, Professor Briggs gave a brief exposition of the workings of the Exchange.

Miss Edna F. Lake, a student of the major class during the Winter Session, is now principal of the Laurel School for Girls, Cleveland, Ohio.

Messrs. John R. Ferguson and Robert K. Bennett, absent on leave from Providence, R. I., returned January 1 to become principals in two of the new junior high schools recently completed in Providence.

Four new courses in the department are listed in the Preliminary Announcement of the 1931 Summer Session. Two of the new courses are for the junior

college: Junior College Curriculum and Instruction, and Junior College Administration, given by Dr. Ralph H. Bush, director of Santa Monica Junior College. A course in Problems in Secondary School Administration will be introduced by Professor Kefauver, assisted by Mr. Harold C. Hand. Administration of the Small High School will be a new course taught by Mr. Hand and Mr. Cyr.

BUREAU OF EDUCATIONAL SERVICE

The semiannual report of the Bureau of Educational Service, from July 1, 1930, to December 31, 1930, shows an increase of 67, a gain of 15 per cent, in placements, over those for the same period of time in 1929. The number of inquiries received during the 1930 period shows an increase of 195, a gain of 14 per cent, over the 1929 period.

The following list continues the changes in positions reported by the Bureau of Educational Service in the October RECORD:

Wilson, Emma, from social assistant, A. W. A. Clubhouse, New York City, to housemother, Knox School, Cooperstown, N. Y.

Winne, Gladys, from Mount Vernon, N. Y., to first grade, Delaware Citizens Association, Dover, Del.

Wood, John Griffin, appointed teacher of history, Verona Public Schools, Verona, N. J.

Wood, Lester E. from Horace Mann School for Boys, New York City, to supervisor and teacher in Elementary School, McBurney School, New York City.

Wood, Mabel A., from instructor in home economics, University of California, Berkeley, Calif., to assistant professor of foods and nutrition, Oregon State College, Corvallis, Ore.

Wooden, H. Z., elected principal, Kellogg School, Battle Creek, Mich.

Woolhiser, Ethel M., from instructor in education, Chicago Normal School, Chicago, Ill., to primary specialist, Northern Illinois State Teachers College, DeKalb, Ill.

Wools, Corinne, to director of teacher training, Virginia Intermont College, Bristol, Va.

Woolsey, Gertrude S., from art teacher, Public Schools, Shaker Heights, Ohio, to art teacher, Roland Park Country Day School, Baltimore, Md.

Wright, Josephine L., from Barnard School for Boys, New York City, to first grade teacher at Demonstration School, Georgetown, Del.

Wright, Narcissa B., to teacher of home economics, Virginia State College for Negroes, Petersburg, Va.

Wright, Olive C., from Lincoln School of Teachers College, Columbia University, to sixth grade teacher at the Center Academy, Brooklyn, N. Y.

Wright, Russell E., from instructor in physical education, Lumberport High School, Lumberport, W. Va., to director of physical education, Lakewood High School, Lakewood, N. J.

Wyckoff, Alma E., from Iowa State Teachers College, Cedar Falls, Iowa, to critic in training school, third grade, Western Michigan State Teachers College, Kalamazoo, Mich.

Yates, Beatrice, from teacher of English, High School, Corning, Iowa, to teacher of English, Downers Grove, Ill.

Yates, Ruth, from teacher of English and dramatics, High School, Marion, Ohio, to teacher of speech, State Normal School, Chadron, Neb.

Yauch, Wilbur A., to supervising principal, Elementary School, Harrington Park Schools, Harrington Park, N. J.

Young, L. P., appointed director of research, Holyoke Public Schools, Holyoke, Mass.

Zino, Betty, from special class teacher, public schools, Hempstead, N. Y., to special class teacher, Public Schools, Scarsdale, N. Y.

Other recent changes in positions of Teachers College Alumni are reported by the Bureau of Educational Service:

Abbot, Charles, appointed instructor in general science, Plymouth Normal School, Plymouth, N. H.

Abercrombie, Edward, from assistant professor of physical education, University of Oregon, Eugene, Ore., to instructor in sports, University Club, Cincinnati, Ohio.

Adams, A. Marie, from instructor in home economics, High School, Versailles, Ky., to instructor in home economics, Western Kentucky Teachers College, Bowling Green, Ky.

Albright, Eleanore, from instructor in physical education, Woodmere High School, Woodmere, N. Y., to instructor in physical education, Florida State College for Women, Tallahassee, Fla.

Allen, Etta, from primary critic teacher, State Normal School, Cortland, N. Y., to assistant third grade teacher, Lincoln School, New York City.

Allen, Leroy, from instructor in music, High School of Commerce and Technical High School, Springfield, Mass., to instructor in music, Los Angeles Junior College, Los Angeles, Calif.

Allinson, Brent D., from fellow in political science, University of Chicago, Chicago, Ill., to adviser in social science, Board of Education, Cleveland, Ohio.

Allison, John, from instructor in mathematics, N. S. Country Day School, Beverly, Mass., to instructor in mathematics, Adelphi Academy, Brooklyn, N. Y.

Allred, Gladys, from director and city supervisor, City Playgrounds, Knoxville, Tenn., to instructor in physical education, University of Montana, Missoula, Mont.

Amundsen, Martha, from demonstration teacher, Palm Beach County, Fla., to supervisor, State Board of Education, Hartford, Conn.

Ashworth, Marion, appointed teacher of art, Blake Junior Academy for Boys, Minneapolis, Minn.

Aston, Vivian, from teacher of music, Platoon School, Bristol, Va., to teacher of music, Winnetka School, Dallas, Tex.

Babb, Leta, from instructor in music, Maitland High School, Maitland, Mo., to instructor in music, Western Junior High School, Louisville, Ky.

Bacon, Mildred, from instructor in equipment, Iowa State College, Ames, Iowa, to instructor in household equipment, Syracuse University, Syracuse, N. Y.

Ball, Henry, from instructor in art, State Teachers College, Fredericksburg, Va., to head of art department, Senior High School, Norfolk, Va.

Barker, Margaret, from psychologist, College of Physicians and Surgeons, Columbia University, and research worker, department of nursing education, Teachers College, to psychologist, The Child Guidance Clinic, Niagara Falls, N. Y.

Barnard, Ruth, from teacher of home economics, Brooklyn Heights High School, Cleveland, Ohio, to teacher of home economics, Girls Continuation School, Schenectady, N. Y.

Barnes, Robert, from instructor in physical education, Kenton High School, Kenton, Ohio, to coach and teacher of physical education, Public Schools, Glastonbury, Conn.

Bauer, Arthur, from instructor in industrial arts, Barberton High School, Barberton, Ohio, to teacher of mechanical drawing, Greensburg High School, Greensburg, Pa.

Beeson, Orville D., from instructor in mathematics, College Corner High School, College Corner, Ohio, to teacher of mathematics and mechanical drawing, High School, Meriden, Conn.

Bernstorf, Ella, from dean of women, Friends University, Wichita, Kan., to dean of women, State Teachers College, California, Pa.

Berry, Grace A., from principal, Junior High School, Lewiston, Idaho, to teacher of history and English, Boise High School, Boise, Idaho.

Biddle, William W., from director, Manhasset Bay School, Port Washington, N. Y., to instructor in psychology and group work, School of Applied Social Sciences, Western Reserve University, Cleveland, Ohio.

Bittel, Dorothy, from supervisor of art, Public Schools, Chisholm, Minn., to instructor in art, De Pauw University, Greencastle, Ind.

Blevins, Esther L., from kindergarten teacher, Sheridan School, Lincoln, Neb.,

to kindergarten-primary teacher, Public School, Tarrytown, N. Y.

Blow, Evelyn, from instructor in music, Haddon Heights Public Schools, Haddon Heights, N. J., to supervisor of music, Public Schools, Caldwell, N. J.

Boardman, Gordon C., appointed principal of Memorial High School, Millville, N. J.

Bock, Thomas A., from superintendent of schools, Haverford School District, Upper Darby, Pa., to professor of education, State Teachers College, Kutztown, Pa.

Boles, Aurelia, from teacher, Public Schools, New York City, to psychometrist, East Gardner State Colony, East Gardner, Mass.

Bond, Fred W., appointed instructor in English, Johnson C. Smith University, Charlotte, N. C.

Bondurant, M. Louise, from teacher of English, High School, Danville, Va., to head of English department, Statesville City Schools, Statesville, N. C.

Bowen, Ballard, from assistant professor of psychology and education, University of Buffalo, Buffalo, N. Y., to teacher of mathematics, High School, Kingston, N. Y.

Boyle, Melva, from teacher of physical education, American Fork High School, American Fork, Utah, to instructor and supervisor, physical education, Provo High School, Provo, Utah.

Bozarth, Helen, from teacher of home economics, Itinerant Public School, Burlington County, N. J., to teacher of home economics, High School, Baltimore County, Md.

Brackney, Ida M., from teacher of home economics, High School, Germantown, Ohio, to teacher of home economics, State Teachers College, Peru, Neb.

Brandenburg, Edna, from critic teacher, New Jersey Normal School, Montclair, N. J., to elementary principal, Public Schools, Schenectady, N. Y.

Brantley, George D., from assistant principal, Summer High School, St. Louis, Mo., to principal, Summer High School, St. Louis, Mo.

Brodie, Jessie, from research assistant, Columbia University, to instructor in nutrition, George Peabody College, Nashville, Tenn.

Broehl, Myrtle Frances, from instructor in English, Junior College, Independence, Kan., to head of English department, Junior and Senior High School, Flint, Mich.

Broughton, Schuyler, from instructor in mathematics, Rensselaer Polytechnic Institute, Troy, N. Y., to teacher of mathematics, Newton Academy, Newton, N. J.

Brown, Robert H., from superintendent of schools, St. Cloud, Minn., to superintendent of schools, Virginia, Minn.

Brucher, Olga, from home economics adviser, Frigidaire Corporation, Dayton, Ohio, to assistant professor of nutrition, Cornell University, Ithaca, N. Y.

Burdett, Susan, from teacher of history, John Gorrie Junior High School, Jacksonville, Fla., to teacher of English and history, Andrew Jackson Senior High School, Jacksonville, Fla.

Buros, Oscar K., from associate in educational measurement and in economics of education, Teachers College, Columbia University, to principal, The Washington School, Millburn, N. J.

Byerly, Elizabeth, appointed assistant to director of field service, Board of Education, Hartford, Conn.

Caine, Ethel, from first grade teacher, Whytehill School, New York City, to first grade teacher, Public Schools, Pelham, N. Y.

Caldwell, Alma B., from instructor in music, State Teachers College, Portland, Ore., to director of music, State Teachers College, Kutztown, Pa.

Caliver, Ambrose, from dean, Fisk University, Nashville, Tenn., to specialist in Negro education, U. S. Office of Education, Washington, D. C.

Campbell, Fanny F., from house director, Broad Oak School, Augusta, Ga., to housekeeper, Cathedral School of St. Mary, Garden City, N. Y.

Caverly, Ethel M., from teacher of fifth grade and assistant principal, Burnham School, Haverhill, Mass., to teacher of fifth grade, Bartlett School, Haverhill, Mass.

Chaney, Agnes, from piano class supervisor, Saginaw, Mich., to instructor in music, McKinley Junior High School, Cedar Rapids, Iowa.

Chayer, Dema M., from executive secretary, Young Women's Christian Association, New York, N. Y., to general secretary, Young Women's Christian Association, Bayonne, N. J.

Christmann, Arthur, from practice teaching, Public School No. 43, New York City, to teacher of music, Stuyvesant High School, New York City.

Clark, Azile, from instructor in music, Public Schools, Knoxville, Tenn., to instructor in music, Junior High School, Morristown, N. Y.

Class, Edward C., appointed teacher of Education, State Teachers College, Clarion, Pa.

Coleman, Sylvia, from teacher trainer, Mary Potter School, Oxford, N. C., to teacher of English, State Normal School, Fayetteville, N. C.

Collisi, Claudius, from director of physical education, Niles High School, Niles, Mich., to director of physical education and recreation, Board of Education, Maywood, Ill.

Cooper, Susie Frances, appointed teacher of history, The Elmwood School, Buffalo, N. Y.

Cox, Carroll, from instructor in art, Junior High School, Breckenridge, Tex., to head of art department, Mary Baldwin College, Staunton, Va.

Cox, Maude Davis, appointed supervisor, Vacation Religious Education Schools, Federation of Churches, Brooklyn, N. Y.

Crandall, Helen Dorothy, from instructor in music, Public Schools, Oakland, Calif., to instructor in music, Union High School and Junior College, Santa Maria, Calif.

Craven, Louise, appointed teacher of foods, Blue Mountain College, Blue Mountain, Miss.

Crawford, Mrs. Pearl Brandon, from director of nursery school, Institute of Child Welfare, University of California, Berkeley, Calif., to field work in parental education, Alabama College and State Department of Education, Montevallo, Ala.

Currier, Mary Alice, from dietitian, Skidmore College, Saratoga Springs, N. Y., to junior assistant manager, Colonnade Company, New York City.

Currier, Virginia, from instructor in fine arts, State Teachers College, Trenton, N. J., to instructor in fine arts, Lincoln School, New York City.

D'Arcangelo, Genevieve, from teacher of nature study and science, Public Schools, Princeton, N. J., to teacher of science and geography, Rippowam School, Bedford, N. Y.

Davis, Lois L., from head of public school music, Woman's College, Nagasga, Japan, to head of music department, State Normal School, Glassboro, N. J.

Dawson, Ruth, from teacher of home economics, High School, Fergus Falls, Minn., to nutrition specialist, Extension Service, Fargo, N. D.

Dean, Clara B., from Mrs. Thackston's School, Knoxville, Tenn., to teacher of grades at MacDuffie School, Springfield, Mass.

Dietrich, Margaret, from grade teacher, Public School, Birdsboro, Pa., to teacher of English, High School, Paulsboro, N. J.

Divelbiss, Marion E., appointed teacher of social sciences, Wyandotte High School, Kansas City, Kan.

Dobson, Mrs. Vivian V., appointed rural critic teacher, State Normal School, Danbury, Conn.

Dockstader, Dorothy, from Ball State Teachers College, Muncie, Ind., to demonstration kindergarten and theory teacher, Oswego Normal School, Oswego, N. Y.

Dorsett, Harry K., appointed associate professor of secondary education, Baylor University, Waco, Tex.

Douglas, A. Stanley, appointed teacher of public school music theory, Queens Village, N. Y.

Dunbar, Elsie, from teacher of English, High School, Goshen, N. Y., to sixth grade teacher, Public Schools, Tarrytown, N. Y.

Dunn, Georgiene, from manager of cafeteria, High School, Schenectady, N. Y., to director of cafeteria, High School, Baltimore, Md.

Dunsmore, Jessie, from supervisor of practice teaching, Maryland State Normal, Salisbury, Md., to supervisor of elementary schools, State of Connecticut, Naugatuck, Conn.

Durand, Sue Stone, from dean of students, North Carolina State College for Women, Greensboro, N. C., to general secretary, Young Women's Christian Association, New York City.

Edghill, Doris, from instructor in physical education, John Adams Junior High School, Santa Monica, Calif., to head of physical education department, Dominican College, San Rafael, Calif.

Edwards, Margaret M., from member of professional staff, American Child Health Association, New York City, to head of home economics department, Alabama College, Montevallo, Ala.

Eiseman, Louise E., from teacher of kindergarten, Public Schools, Sioux City, Iowa, to teacher of kindergarten, Cooperative School, Manhattan Beach, Brooklyn, N. Y.

Eppes, Mamie L., from teacher training instructor, Altamont Consolidated School, Crossnore, N. C., to teacher-principal, Grades 5, 6, 7, and 8, Central Park School, Central Park, L. I.

Eubank, Lydia, from instructor in art, Junior High School, Fort Smith, Ark., to instructor in fine arts, University of Wyoming, Laramie, Wyo.

Evans, Alice, from assistant professor of physical education, University of Michigan, Ann Arbor, Mich., to instructor in health education, Western State Teachers College, Kalamazoo, Mich.

Ewing, Irene, from director of music, Shawnee Mission High School, Merriam, Kan., to teacher of music, elementary schools, Charlotte, N. C.

Ferris, Ruth, from sixth grade teacher, Richmond Normal School, Richmond, Va., to supervisor fifth and sixth grades, Public Schools, Cranford, N. J.

Field, Ada M., from lecturer in home economics, University of Calif., Los Angeles, to instructor in foods, University of California, Berkeley, Calif.

French, Archie W., from director of physical education, Eugene City Schools, Eugene, Ore., to director of physical education, Houston Junior College, Houston, Tex.

French, Dorothy B., from teacher of English, Public Schools, Blawnox, Pa., to teacher of English, High School, Uniontown, Pa.

French, John S., from department of education, Colgate University, Hamilton, N. Y., to supervisor of study halls, Mount Vernon High Schools, Mount Vernon, N. Y.

Frum, Blanche F., from supervisor of all grades, Public Schools, Buckhannon, W. Va., to supervisor of all grades, Public Schools, Warren, Pa.

Gamble, Ruth, from training teacher, State Teachers College, Johnson City, Tenn., to demonstration teacher, Ball State Teachers College, Muncie, Ind.

Gardner, Beatrice, from instructor in art, State Teachers College, East Stroudsburg, Pa., to supervisor of art, Panama Canal Zone Schools.

Garretson, Oliver K., from director of apprentice teaching, Oklahoma A. & M. College, Stillwater, Okla., to assistant professor of secondary education, University of Arizona, Tucson, Ariz.

Gavin, Ellen A., appointed training teacher of Latin, Julia Richman High School, New York City.

Gay, Louise, appointed Junior Supervisor, Preschool, Mills College, Calif.

Glenn, Vanessa, from instructor in physical education, State Teachers College, Shippensburg, Pa., to assistant professor of physical education, University of Michigan, Ann Arbor, Mich.

Glover, Clara S., from director of nursery school, Garden Country Day School, Jackson Heights, N. Y., to director of nursery school, Cheerful Home Settlement, Quincy, Ill.

Golbert, Jack, from teacher of physical education, Seth Low Junior College, Brooklyn, N. Y., to teacher of health education and physical education, Stuyvesant High School, New York City.

Gould, Olive L., from secretary, Student Volunteer Movement, New York City, to hostess, Old First Presbyterian Church House, New York City.

Graff, Edith B., appointed housemother and teacher of Latin, St. Christina School, Cooperstown, N. Y.

Gray, Howard, appointed to the department of research, Electrical Products, Inc., New York City.

Green, Hattie L., from teacher of English, Avery Institute, Charleston, S. C., to head of English department, Bennett College, Greensboro, N. C.

Grigsby, Lois, from teacher of English, High School, West Carrollton, Ohio, to teacher of English, East Carolina Teachers College, Greenville, N. C.

Gullette, Harry Marvin, from principal, Washington School, Anderson, Ind., to principal, Junior High School, Aliquippa, Pa.

Gwyn, J. H., appointed principal, Lincoln Junior High School, Meriden, Conn.

Hagan, Mildred C., from assistant to Dr. H. G. Rowell, Teachers College, Columbia University, to director of extra-curricular activities, Connecticut School for Boys, Meriden, Conn.

Hague, Virginia, from teacher of home economics, Martel High School, Martel, Ohio, to dietitian, New York Hospital, New York City.

Hall, Dorothy S., appointed assistant director of nursery school, School for Child Study, New Jersey College for Women, New Brunswick, N. J.

Halverson, Matthew, from superintendent of schools, Goodridge, Minn., to head of science department, Custer Country High School, Miles City, Mont.

Hamblen, Stewart, from teacher of mathematics, Center School, Sharon, Conn., to teacher of mathematics, Westwood Junior High School, Westwood, N. J.

Harper, Katharine, from manager of cafeteria, Texas Technological College, Lubbock, Tex., to visiting supervising manager, Marshall Cafeterias, Boulder, Colo.

Harris, Daniel, appointed instructor, department of psychology, Lehigh University, Bethlehem, Pa.

Hartman, Emilie, from instructor in physical education, State Teachers College, Indiana, Pa., to instructor in physical education, State College, Bowling Green, Ohio.

Helseth, Inga Olla, from professor of education, Ball State Teachers College, Muncie, Ind., to professor of elementary education, College of William and Mary, Williamsburg, Va.

Herring, Catherine G., from instructor in commercial subjects, Wilmington College, Wilmington, Ohio, to instructor in commercial education, Pace Institute, New York City.

Hickey, Eleanor M., appointed teacher of English and social sciences, Breed Junior High School, Lynn, Mass.

Hirsch, Irene, from primary lecturer, counties in Iowa, Colorado, and Wyoming, to kindergarten-primary critic teacher, Drake University, Des Moines, Iowa.

Holroyd, Flora E., appointed assistant in Bureau of Educational Methods, Kansas State Teachers College, Pittsburg, Kan.

Howard, Sarah Avis, appointed assistant professor of history, Western Illinois State Teachers College, Macomb, Ill.

Hull, Justus, from instructor in mathematics, Roselle Park High School, Roselle Park, N. J., to instructor in mathematics, Temple University, Philadelphia, Pa.

Hull, Richard L., from research associate, Columbia Council for Research in Social Sciences, Columbia University, to research assistant, J. David Houser and Associates, Chanin Building, New York City.

Huttenlocher, Mabel I., from substitute critic teacher, training school, Mount Pleasant, Mich., to sixth grade teacher, Shaker Heights, Cleveland, Ohio.

Hyde, Blanche E., from clothing specialist, Colorado Agricultural College, Fort Collins, Colo., to editorial worker, *Woman's World*, Chicago, Ill.

Irwin, Irene I., from critic teacher, State Teachers College, Platteville, Wis., to second grade critic teacher, Ohio University, Mechanicsburg, Ohio.

Ivins, George H., appointed assistant professor of education, Eastern Illinois State Teachers College, Charleston, Ill.

Jackson, Claude, from teacher of mathematics, Colby Academy, Brooklyn, N. Y., to teacher of mathematics, Pingry School, Elizabeth, N. J.

Jacoby, Julia, from director of nursery school, North Carolina College for

Women, Greensboro, N. C., to director of nursery school and instructor in home economics, State Normal School, Farmington, Me.

Jeffry, Zella, appointed Girl Reserve Secretary, Y. W. C. A., Norwood, Ohio.

Jenkins, Lulu-Marie, from research assistant, Yale Law School, New Haven, Conn., to adjunct professor of educational psychology, University of Texas, Austin, Tex.

Johnson, Esther E., from teacher of grades one and two, Quinapoxet School, Holden, Mass., to teacher of grade two, Conway Street School, Greenfield, Mass.

Kaufman, Evelyn, appointed teacher of history, Roosevelt High School, New York City.

Kaufmann, Adelheid, from teacher at House of Refuge, Randall's Island, to teacher of mathematics, Northport High School, Northport, L. I.

Keech, James, from principal and supervisor of critic teaching, High School, Greenville, N. C., to instructor in chemistry, Keene Normal School, Keene, N. H.

King, Grace L., from instructor in stenography, Kimball School, New York City, to instructor in typewriting, Packard Business School, New York City.

Kinnick, Helen L., from supervising teacher, Garrett County, Md., to demonstration teacher in elementary education and supervision of grades one to six, United States Indian Service, Albuquerque, N. M.

Kipp, Louise, from nutrition and health specialist, University of Texas, to assistant home bureau agent, Penn Yan, N. Y.

Kivlan, Arline, from teacher of kindergarten and pre-primary grades, Clinton Heights School, Rensselaer, N. Y., to teacher of second grade, Daniel Webster Public School, New Rochelle, N. Y.

Knapp, Agnes C., from teacher of grades one and two, North Main Street School, Spring Valley, N. Y., to teacher of primary and subnormal grades, Deenwood School, Morristown, N. J.

Knight, Hugh E., appointed supervising principal, Holopaw Public Schools, Holopaw, Fla.

Kocher, Mildred H., from teacher of first grade, Kingston, Pa., to supervisor and critic teacher of first grade, State Teachers College, East Radford, Va.

Kramer, Magdalene, from teacher of speech and dramatics, High School, Massillon, Ohio, to assistant in speech department, Teachers College, New York City.

Krieger, Laura, appointed to the department of research, Electrical Products Inc., New York City.

Krick, Walter J., from principal, High School, Decatur, Ind., to principal, Van Wert High School, Van Wert, Ohio.

Labarth, Pedro J., appointed French instructor, Xavier High School, New York City.

Lackman, Ruth F., appointed assistant professor of Romance Languages, University of Richmond, Richmond, Va.

Laidlaw, Robina, from assistant supervisor of art, Mount St. Bernard Ladies College, Canada, to supervisor of art, Public Schools, Greensburg, Pa.

Lamey, Emily, from instructor in English, State College, Bowling Green, Ohio, to instructor in English, State Teachers College, West Chester, Pa.

Landreth, Catherine, from research specialist in nutrition, Washington State College, Pullman, Wash., to director of Child Study School, New Jersey College for Women, New Brunswick, N. J.

Lane, Edna, from instructor in English, State Normal School, Glassboro, N. J., to assistant in English, Teachers College, Columbia University, New York City.

Lay, Clemewell, from teacher of English, Lincoln High School, Cleveland, Ohio, to head of residence hall, Scripps College, Claremont, Calif.

Leathers, Grace, from Thatcher School, Pueblo, Colo., to supervisor of kindergarten, Mount Lebanon Public Schools, Pittsburgh, Pa.

Lenz, Norma, from teacher of physical education, Battle Creek Public Schools, Battle Creek, Mich., to teacher of physical education, Santa Monica High School, Santa Monica, Calif.

Lesser, Sylvia, from primary teacher at the Jewish Educational Institute, Kansas City, Mo., to assistant teacher,

Manhattanville Nursery School, New York City.

Lofland, Evelyn, from secretary to dean of women, Stanford University, Calif., to dean of girls, Polytechnic High School, Long Beach, Calif.

Long, John A., from assistant in educational psychology, Teachers College, Columbia University, to research assistant, Bureau of Educational Research, Columbia University.

Looney, Josephine, from teacher of sewing, Junior High School, Reno, Nev., to teacher of sewing, High School, Meriden, Conn.

Lott, Mamie Olive, from principal of demonstration school, Teachers College of Indianapolis, Ind., to experimentation and demonstration primary teacher, Ball State Teachers College, Muncie, Ind.

Lovelace, Mayme, from home demonstration agent, Extension Service, Pennsylvania State College, State College, Pa., to assistant in foods department, Teachers College, Columbia University, New York City.

Loveland, Ernest K., from instructor in Latin, Central High School, Scranton, Pa., to Latin teacher, High School, Cranford, N. J.

Lunt, Forest S., from director, Andrews Institute, Willoughby, Ohio, to executive secretary, American Merchant Marine Library Association, New York City.

Lynch, Katherine D., from assistant psychologist, State Department of Education, Madison, Wis., to assistant in elementary education research, Lincoln School, New York City.

Maher, William F., from instructor in mathematics, Memorial High School, Pelham, N. Y., to teacher of mathematics, High School, Baltimore County, Md.

Mahrle, Helen, from manager of Food Craft Shop, Chicago, Ill., to director of cafeteria, Y. W. C. A., Kalamazoo, Mich.

Manganaro, Santina, from art critic teacher, General Art Company, Boston and New York, to supervisor of fine arts, Public Schools, Oyster Bay, L. I.

Mann, Carleton Hunter, from assistant superintendent of schools, Asheville, N. C., to lecturer in education, University of Southern California, Los Angeles, Calif.

Markham, Allene, from teacher of biology, West High School, Waterloo, Iowa, to teacher of biology and mathematics, Columbia High School, South Orange, N. J.

Marsh, Phronsie, from head of commercial department, Glass High School, Lynchburg, Va., to instructor in typing and shorthand, Oyster Bay High School, Oyster Bay, L. I.

Mason, Mary F., from supervisor of music, Malta-McConnelsville, Ohio, to teacher of music, Rawlings Junior High School, Cleveland, Ohio.

Mast, Florence, from High School, Angola, Ind., to Latin teacher at Saint Mary's Hall, Faribault, Minn.

Mattina, Joseph Eddy, appointed teacher of industrial arts and handicraft, Hebrew Orphan Asylum, New York City.

McCann, Mary G., from private tutoring of French, English, and history, University of Miami, Miami, Fla., to teacher of fourth grade, Miami, Fla.

McCollum, Bertha M., from second grade supervisor, State Teachers College, Harrisonburg, Va., to second grade teacher, Georgetown Demonstration School, Georgetown, Del.

McCoy, James, from instructor in physics, Washington High School, Dallas, Tex., to instructor in physics, St. Augustine's College, Raleigh, N. C.

McDonald, Agnes, from teacher of kindergarten, Foxwood School, Flushing, L. I., to assistant teacher of kindergarten, West Allis City School, West Allis, Wis.

McDonald, Bernice, from instructor in home economics, Texas State College for Women, Denton, Tex., to instructor in vocational home economics, University of Arkansas, Fayetteville, Ark.

McDonald, Ethel, from home demonstration agent, Extension Service, Lansing, Mich., to county home demonstration agent, Extension Service, Berkeley, Calif.

McDonald, Joy N., from instructor in art, State Teachers College, Minot,

N. D., to instructor in art, Panama Canal Zone Schools.

McDonald, Ruth, from Scotia High School, Scotia, N. Y., to Latin teacher, Nyack High School, Nyack, N. Y.

McElhinney, Charles F., appointed assistant in education, State Teachers College, Troy, Ala.

McGraw, Myrtle B., appointed to research work at Neurological Institute, New York City.

McKibben, Helen L., from first grade teacher, Berkeley, Calif., to second grade critic teacher, Church Street Training School, Bowling Green State Teachers College, Bowling Green, Ohio.

McLewee, Lena M., from grade teacher, Public School, Woodmere, L. I., to psychology and methods teacher, State Normal School, Salisbury, Md.

McMahon, Alice, from teacher of English, High School, Balboa Heights, Canal Zone, to teacher of English, High School, Napa, Calif.

McWhorter, Alice, from kindergarten teacher, MacGregor School, Houston, Tex., to kindergarten teacher, Public Schools, Battle Creek, Mich.

Mead, Ruth, from substitute teacher, children's Community Nursery School, Berkeley, Calif., to teacher, Pacific Heights Nursery School, San Francisco, Calif.

Medina, Rosario, from teacher of Spanish, James Madison High School, Brooklyn, N. Y., to teacher of Spanish, State Teachers College, Albany, N. Y.

Mensing, Angela L., from New Orleans Nursery School, New Orleans, La., to supervisor of kindergarten, State Teachers College, Valley City, N. D.

Meredith, Amaza Lee, from teacher of mathematics, Dunbar High School, Lynchburg, Va., to director of art, Virginia State College, Ettrick, Va.

Merrill, Annie V., from teacher of English, High School, Pocomoke, Md., to teacher of English, High School, Hicksville, L. I.

Miller, Dorothea, from teacher of dramatic art, Cedar Grove Academy, Cincinnati, Ohio, to teacher of dramatic art, Benjamin School for Girls, New York City.

Missal, Adeline, from instructor in chemistry, Pratt Institute, Brooklyn, N. Y., to nutritionist, nursery school, Teachers College, Columbia University, New York City.

Moncada, Francesco, from instructor in Italian, Columbia University, New York City, to Spanish instructor, Xavier College, New York City.

Montgomery, Richard, from instructor in physical education, Public Schools, Scarsdale, N. Y., to head of health education department, Murray State Teachers College, Murray, Ky.

Morris, Irene S., from teacher of social sciences, Public Schools, Detroit, Mich., to dean of women, State Teachers College, Duluth, Minn.

Morris, Texys, from teacher of French, High School, Winder, Ga., to teacher of French, High School, Paxboro, N. C.

Morse, Amy Prescott, from assistant professor of home economics, University of Minnesota, Minneapolis, Minn., to associate professor of home economics, University of Tennessee, Knoxville, Tenn.

Morse, Junia L., from head of housing bureau and assistant professor of English, State Teachers College, Greeley, Colo., to associate dean of women and teacher of English, State Teachers College, West Chester, Pa.

Morse, Marion V., from kindergarten-primary supervisor, Public Schools, East Chicago, Ind., to fifth grade teacher, Public School, Teaneck, N. J.

Morse, Rolland E., from teacher of history, High School, Charlotte, Mich., to history critic teacher, Bowling Green Normal, Bowling Green, Ohio.

Mummery, Dorothy, from professor of child development and director of nursery school, State Teachers College, Cedar Falls, Iowa, to care of child of Mr. F. M. Shelley, East Orange, N. J.

Murray, Ethel M., appointed teacher of library science, Louisiana State Normal College, Natchitoches, La.

Nash, Frankie, from camp counselor, Camp Wabun-Anmung, Kerrville, Tex., to assistant, physical education department, Public Schools, Tulsa, Okla.

ALUMNI NOTES

TEACHERS COLLEGE ALUMNI ASSOCIATION OFFICERS

President: Dr. J. Cayce Morrison, Assistant Commissioner for Elementary Education, New York State Department of Education, Albany, N. Y.
First Vice-President: Dr. Fannie W. Dunn, Assistant Professor of Education, Teachers College.
Second Vice-President: Dr. Velda C. Bamesberger, Director of Elementary Education, Board of Education, Toledo, Ohio.
Recording Secretary: Miss Mary Lewis, Teacher in Horace Mann School, Teachers College.
Treasurer: Mr. Clyde R. Miller, Director, Bureau of Educational Service, Teachers College.
Members-at-Large: Mr. Frank R. Morey, Supervising Principal of Schools, Swarthmore, Pa.
Miss Effie Taylor, Professor of Psychiatric Nursing, School of Nursing, Yale University, New Haven, Conn.
Miss Marion Sheridan, 711 Orange Street, New Haven, Conn.
Alumni Trustees:
Dr. J. Cayce Morrison, Assistant Commissioner for Elementary Education, New York State Department of Education, Albany, N. Y.
Miss Anna E. Richardson, Field Worker for American Home Economics Association, 617 Mills Building, Washington, D. C.
Alumni Office: Teachers College, 525 West 120th Street, New York City.

Address all communications to Margaret E. Sober,
General Secretary of Alumni Association, Teachers College, New York City.

Carrie M. Coye (A.M. 1925) is in parental education work under the direction of the Board of Education, Grand Rapids, Mich.

Kevork A. Sarafian (A.M. 1913) is head of the department of education, La Verne College, La Verne, Calif., lecturer in education in Claremont Colleges and the University of Southern California summer session. His thesis for the doctorate at the University of Southern California, *History of Education in Armenia*, has been published.

John Rufi (Ph.D. 1927), at present a member of the staff of the University of Missouri, Columbia, Mo., has accepted a professorship at New York University, New York City, effective September 1, 1931.

S. R. Tawde (A.M. 1922) has been since September, 1927, principal of the Training College for Men, Poona, India. Mr. Tawde was formerly lecturer in Secondary Training College, Bombay. Then for a year or more he was deputy educational inspector of Ratnagiri District and for nearly three years was educational administrative officer of Satara District. Mr. Tawde is also editor of a vernacular magazine, *Prathamik Shikshan*, for primary teachers.

Marion C. Sheridan (B.S. 1913) is head of the English department in the New Haven High School, New Haven, Conn. Miss Sheridan was one of the speakers at the meetings of the National Council of Teachers of English in Cleveland, Ohio, in November.

Ben Rosen (A.M. 1918) has been appointed lecturer in religious education for the Spring Semester, 1931, Teachers College, Columbia University.

J. E. Walker (A.M. 1922) has been elected president of the East Tennessee Education Association at its annual meeting at Knoxville, Tenn.

Fletcher Harper Swift (Ph.D. 1905) of the School of Education, University of California, Berkeley, Calif., delivered a series of addresses on problems of public school finance at the annual meeting of the Oregon State Teachers Association, Portland, Ore., December 29–31.

B. C. Harrington (A.M. 1917) has joined the department of psychology of Forman Christian College, Lahore, India.

E. E. Oberholtzer (student 1930–31) is superintendent of schools, Houston Independent School District, Houston, Tex. The following pamphlets: "Costs and Pupil Statistics of the Houston Schools," "Curriculum Revision and Development in Houston, Texas," "The Building Program of the Houston Independent School District," and "Some Activities in the Houston Schools" have been prepared under Mr. Oberholtzer's direction.

A. T. Allen student 1922–23) is state superintendent of public instruction, Raleigh, N. C.

C. E. Rankin (A.M. 1920), present incumbent of the Teachers College Chair of Education, Lingnan University, Canton, China, is making plans to return to Teachers College, Columbia University in October 1931, to continue his studies.

Maud E. Hayes (A.M. 1913) has completed ten years as director of homemaking education, Long Beach City Schools, Long Beach, Calif.